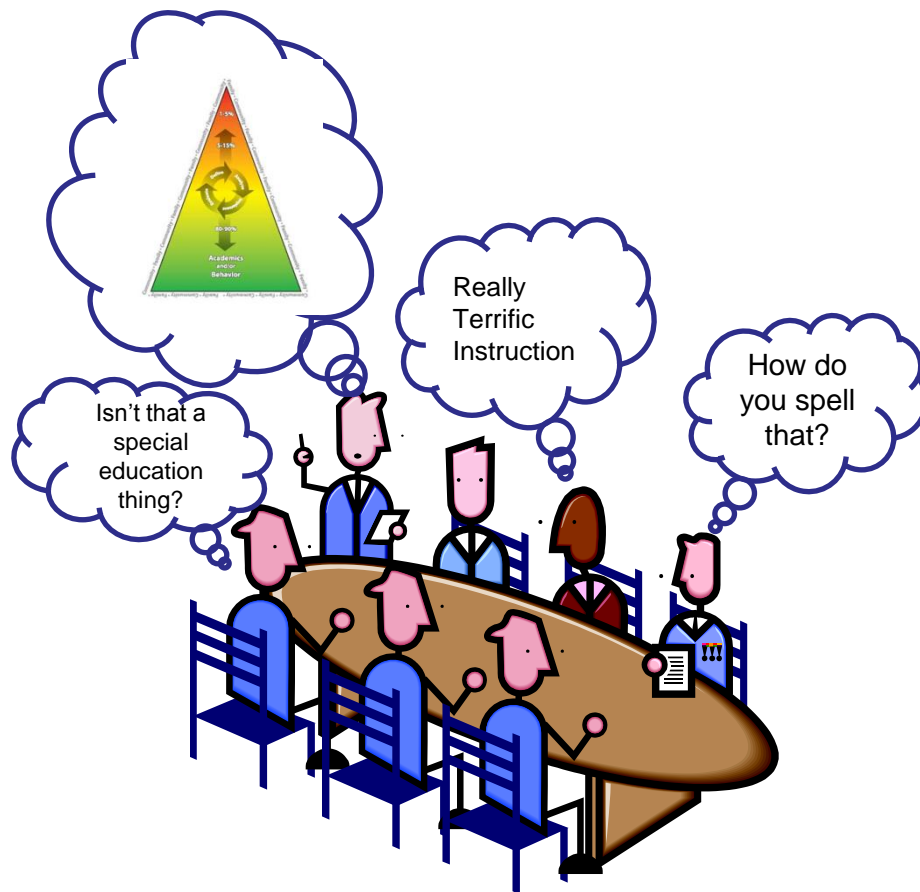


# Response to Intervention (RtI) Implementation Rubrics:

Adena Miller  
RtI Principal Consultant

# When I think of Rtl, I think of...



# Objectives

1. **Context of Colorado Education Initiatives**
2. Understanding Systems Change
3. Rtl Framework
4. Rtl Implementation Rubrics

# Ch...ch...ch...ch...ch...changes

- Lots of legislation:
  - Accreditation, Unified Improvement Plan
  - New Standards & Assessment
  - Educator Effectiveness
- Rubrics reflect a collaborative effort from CDE to facilitate reflection & planning
  - Support UIP Planning
  - Identify areas of need for PD related to Educator Effectiveness
  - Support adoption of new standards/curriculum

# Objectives

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# Systems change

**Systemic change** is a cyclical process in which the impact of change on all parts of the whole and their relationships to one another are taken into consideration. In the contexts of schools, it is not so much a detailed prescription for improving education as a philosophy advocating reflecting, rethinking, and restructuring.

# What do we know about systems change?

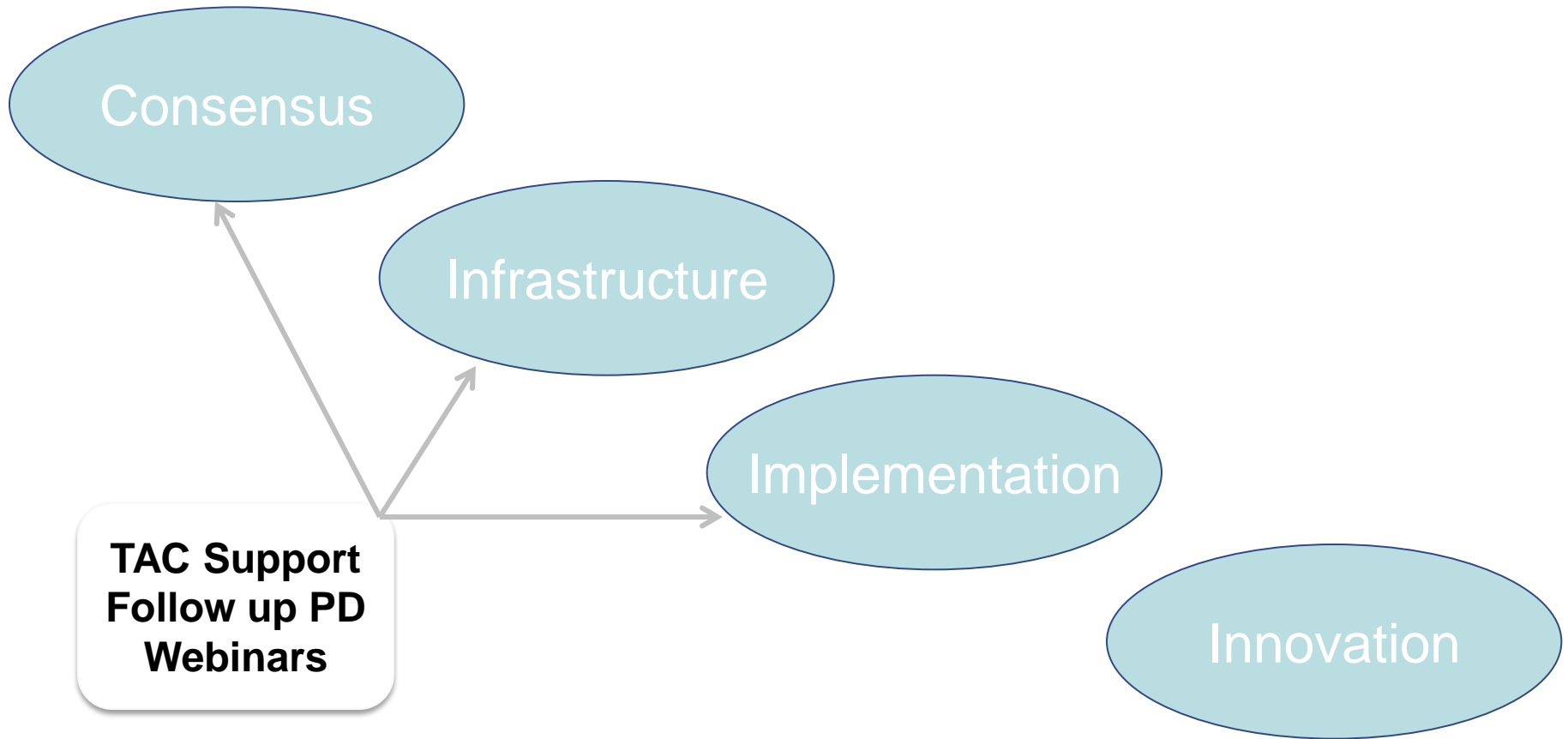
- Communicate a clear and common vision
- Planned and pursued in a systematic manner over time
- One size does NOT fit all
- Professional development is critical
- Outcome evaluation is NON-NEGOTIABLE!

# Why have past initiatives failed?

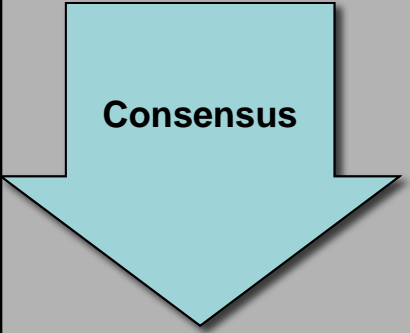
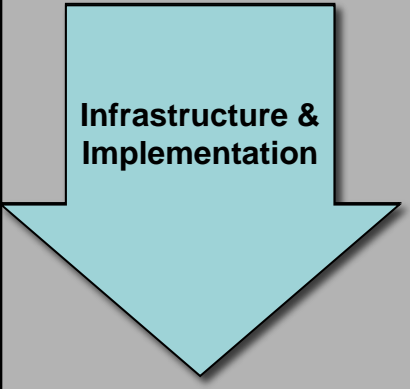
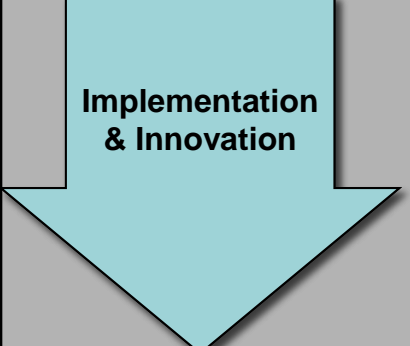
- Failure to achieve CONSENSUS
- School culture is ignored
- Purpose unclear
- Lack of ongoing communication
- Unrealistic expectations of initial success
- Failure to measure and analyze progress
- Participants not involved in planning



# Change Model



# Stages of Implementation (Goodman—Adapted from Fixsen)

Focus	Stage	Description
 <p>Consensus</p>	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
 <p>Infrastructure &amp; Implementation</p>	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
 <p>Implementation &amp; Innovation</p>	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

# The Process of Systems Change

- Until, and unless, Consensus (understanding the need and trusting in the support) is reached no support will exist to establish the Infrastructure.
- Until, and unless, the Infrastructure is in place Implementation will not take place.
- A fatal error is to attempt Implementation without Consensus and Infrastructure
- Leadership must come from all levels

# Consensus

- Making the shift to a new paradigm, like RtI does not simply involve accepting a new set of skills. It also involves giving up certain beliefs in favor of others.

# Consensus Building: Beliefs

- Every student is everybody's responsibility
- Common belief about where building wants to educate its students
- Common commitment to building-based academic and behavior approaches
- Common commitment to problem-solving process

# Consensus Building

- Educators will embrace new ideas when two conditions exist:
  - They understand the **NEED** for the idea
  - They perceive that they either have the **SKILLS** to implement the idea **OR** they have the **SUPPORT** to develop the skills

# Infrastructure Development

- Administrative and leadership support necessary to maximize the implementation of Rtl
- Develop a clear understanding of the beliefs, attitudes and skills of educators in the building regarding problem-solving within the Rtl framework
- Identify professional development needs
- Assess and establish tiered system of instructional delivery

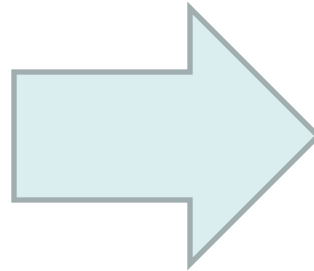
# Infrastructure Development

- Data systems and management
- School Policies
- Need to provide practical models and examples with sufficient student outcome data
- Need for demonstration and guided practice opportunities



# A Shift in Thinking

What about the student(s) is causing a problem?



What about the interaction of the *curriculum*, *instruction*, *learners* and *learning environment* should be altered so that the student(s) will learn?

This shift alters everything else!

# Educational Reform

To get to “all”, we must pay attention to “every”.  
We must pay attention to the system first, and then we move to small groups and individuals.

- Dave Tilly

# Group Discussion

- What factors are present in your district/building that would make change happen?
- What factors are present in your building that are barriers to change?

# Objectives

1. Context of Colorado Education Initiatives
2. Understanding Systems Change
- 3. Rtl Framework**
4. Rtl Implementation Rubrics
5. Connecting the Dots

# Colorado Multi-Tiered System of Supports

### Intensive Level

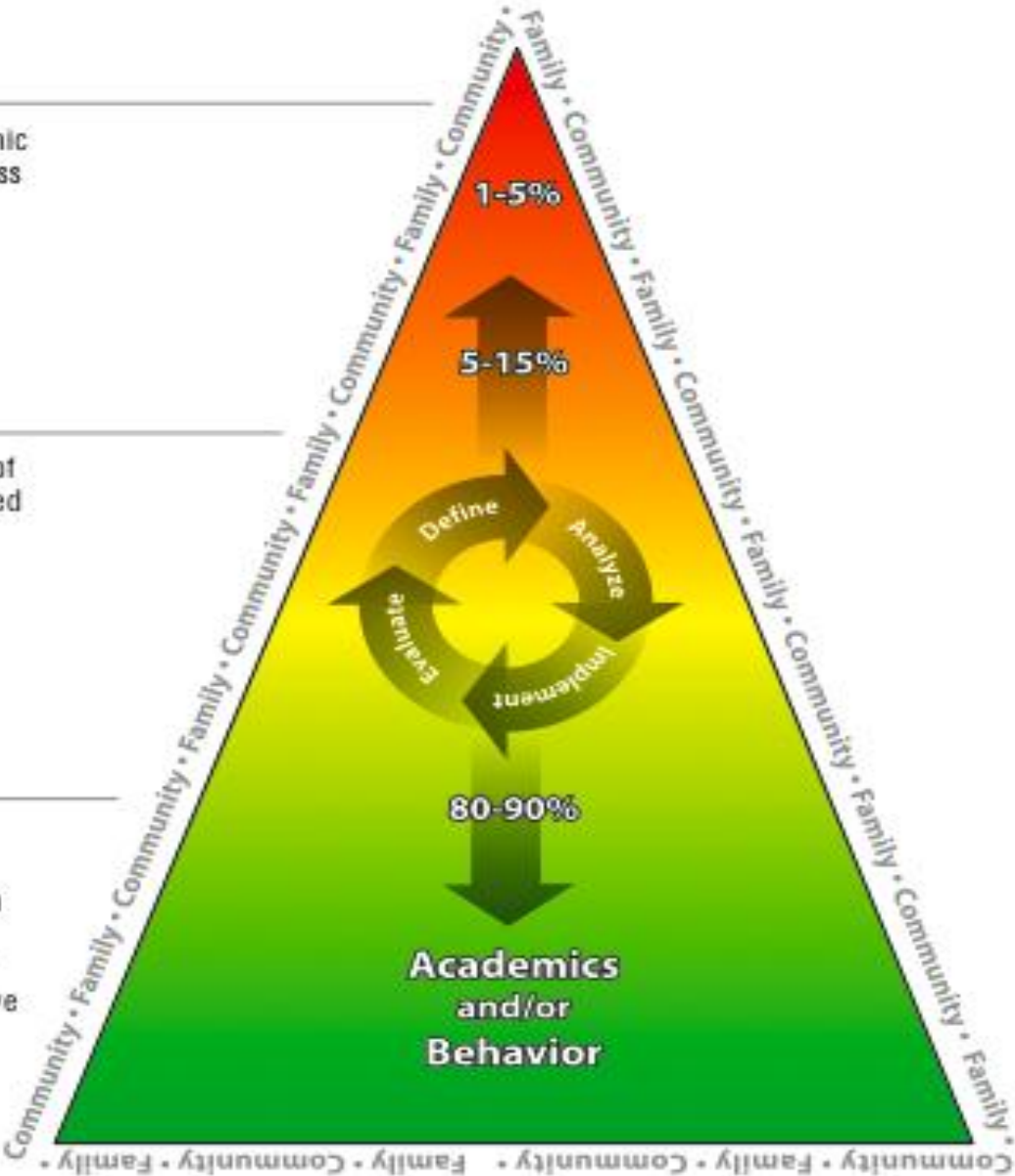
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

### Targeted Level

Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

### Universal Level

ALL students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.

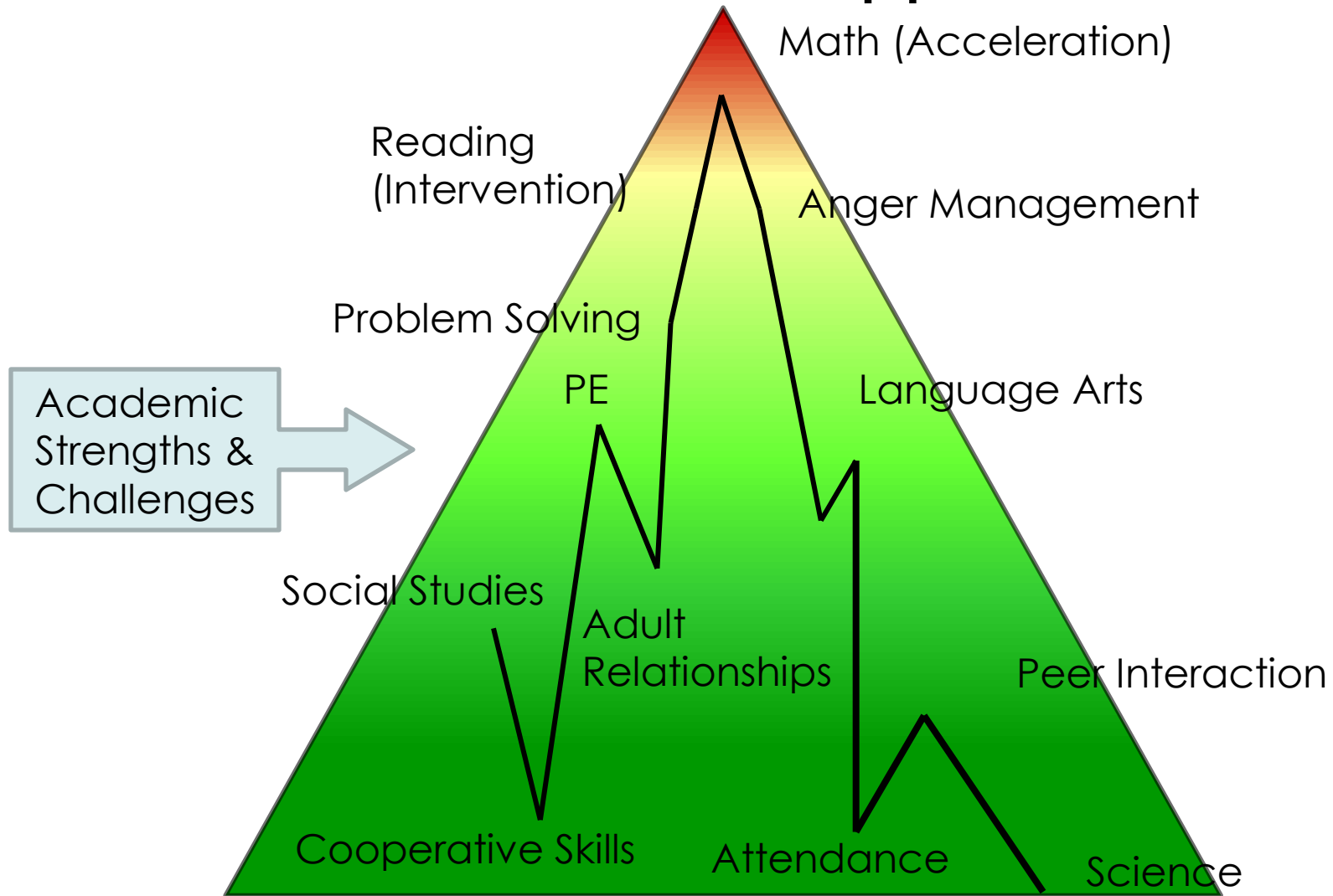


# We Need A New Logic

- Begin with the idea that the purpose of the system is student achievement
- Acknowledge that student needs exist on a continuum rather than in typological groupings
- Organize resources to make educational resources available in direct proportion to student need

David Tilly 2004

# Rtl Continuum of Support for ALL



**Label behaviors, not people!**

# Guiding Principles

- Effective instruction in general education is foundation for all decision-making
- Data guide decisions regarding core, supplemental and intensive interventions
  - Therefore, good data must be available
- Infrastructure for core, supplemental and intensive instruction must be:
  - Evidence-based
  - Integrated



**Leadership** includes creating a clear vision & commitment, inspiring growth, promoting systemic changes, committing resources, and supporting problem-solving.

A **Curriculum** is an organized plan designed to meet or exceed state standards, and **Instruction** is designed to ensure all students master these goals.



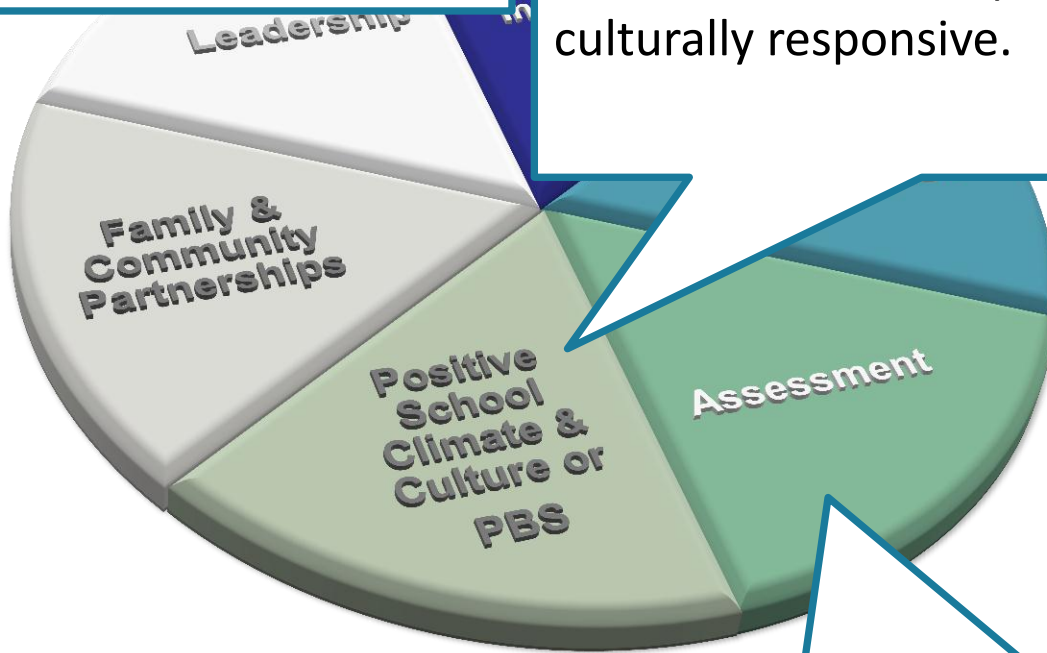
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The **Problem-Solving Process** involves creating a collaborative culture in which the PS model is used. The PS model is a 4-step model used to solve identified concerns at the universal and individual student levels.

# Components of RtI

**Family and Community Partnering** is the collaboration of families, schools, and communities as equal partners in improving learner, classroom, school, and district outcomes.

A **Positive School Climate** is an environment that is proactive, safe, and culturally responsive.



To provide

**Assessment** is the ongoing process of gathering information to make educational decisions for both academics and behavior.

# Objectives

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# What is Fidelity of Implementation

- The extent to which an intervention or approach (Rtl) is implemented as it was intended or designed.
- How Rtl is being implemented in a classroom, school, district, or state.

(Coleman, 2009)

# Fidelity with Flexibility

- Circumstances, conditions, and needs vary from site to site so the implementation of any approach would also vary.
- How can we take this into account when we design fidelity measures?

(Coleman, 2009)

# Why Flexibility

- Respects professionals
- Honors context and circumstance
- Facilitates adaptive innovations
- Develops ownership
- Integrates practice within context
- Builds sustainability

(Coleman, 2009)

# Purposes of Tools

1. An informational resource (blueprint, roadmap).



# Purposes of Tools

2. Way to measure implementation

*-How close is your site to the Optimizing stage?*





# Purposes of Tools

## 3. Reflect on practice and assist with action-planning

*-where to go next*

*- what to focus on*



# A closer look at the School-Level

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## RtI IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

The *RtI Implementation Rubrics* are a set of rubrics that serve as an overview of implementation for Response to Intervention (RtI). Rubrics are available for the classroom, school, and district level. Each rubric describes what RtI looks like across the 6 components of RtI (i.e., *problem solving, curriculum & instruction, assessment, leadership, family & community partnering, positive school climate*) and across 4 growth stages (i.e., *emerging, developing, operationalizing, optimizing*).

The purpose of the rubrics is to:

1. serve as an informational resource (i.e., blueprint, roadmap of RtI implementation)
2. measure fidelity of RtI implementation
3. assist with planning for an action plan or school improvement plan

### Growth stages:

- **Emerging-** The goal of this stage is to build consensus and buy-in for RtI implementation.
- **Developing-** This stage involves designing the infrastructure to implement RtI.
- **Operationalizing-** During this stage, the school implements the structures that were designed during the Developing stage and works to build consistency and fidelity.
- **Optimizing-** Within this stage, the model is embedded and done with fidelity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.

Each component has a list of anchors & guiding questions on the far left column. For the sake of consistency, each component has the same three anchors:

*Structures-* The pieces of an RtI model that are static and do not necessarily change (e.g., structure of a team).

*Processes and Procedures-* The pieces of an RtI model that are fluid and involve interactions among the structures.

*Professional Development-* The skills taught to staff and how the skills are monitored and used.

### Directions:

1. Determine if you're going to focus on component, several, or all of them.
2. Read the rows and columns to get a sense of the scope of the component.
3. Using existing data, work your way through the rubric and highlight or circle the cells that describe your site.
4. Once you have completed rubric, write that growth stage your site is in on the *Scoring Summary*.
5. Identify desired level of implementation.
6. Compare the gap between desired level and current level.
7. Create an action plan for next steps.
8. Check on progress throughout the school year.

# A closer look at the School-Level

## RtI IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

### Scoring Summary:

Place an X along the continuum to indicate your site's level of implementation. Date when you reviewed the rubric and use a different color for each date reviewed.

Date				
Component	Emerging	Developing	Operationalizing	Optimizing
Leadership	←-----→			
Problem-Solving	←-----→			
Curriculum and Instruction	←-----→			
Assessment	←-----→			
Positive School Climate	←-----→			
Family and Community Partnering	←-----→			

# RtI IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

## CURRICULUM AND INSTRUCTION

A curriculum is an organized plan designed to meet or exceed state standards, and instructional materials are developed to support the mastery of these goals. High quality district curricula: (a) embodies 21<sup>st</sup> century skills, (b) is comprehensive, ensuring, at a minimum, access to all district content areas specified in state legislation, (c) is connected within and across content areas, (d) is relevant and applicable, and (e) is guaranteed, viable, and appropriate for the instructional level of each individual student.

Anchors and Guiding Questions	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<p><b>Structures:</b></p> <p>1. <i>How are the school and staff building a standards-based curriculum in all content areas for all students?</i></p>	<p>School leadership and/or district leadership discuss vertical and horizontal alignment and articulation of curriculum &amp; instruction. The school leadership and staff identify key learning milestones by grade-level (what should students know and be able to do when).</p>	<p>The school:</p> <ul style="list-style-type: none"> <li>develops horizontal and vertical alignment of curriculum &amp; instruction to state standards</li> <li>ensures school-wide vision is connected to the curricular scope and sequence in all content areas</li> <li>aligns district tools and resources to the curriculum &amp; instruction (<i>software, texts, assessments, etc</i>)</li> <li>develops ways to measure implementation of the curriculum &amp; instruction</li> </ul>	<p>With support from school leadership, the staff:</p> <ul style="list-style-type: none"> <li>implements and refines aligned curriculum, instruction, and its tools/resources to ensure consistency with state standards</li> <li>refines measurement of the implementation of the curriculum &amp; instruction</li> </ul>	<p>The school leadership regularly works with the staff to make adjustments to the curriculum &amp; instruction based on multiple sources of data. Evaluation of curriculum &amp; instruction is an embedded practice within a continuous improvement cycle.</p>
<p>2. <i>How is a 21st Century and Post Secondary and Workforce Ready learning-based system being designed?</i></p>	<p>Staff examine and understand:</p> <ul style="list-style-type: none"> <li>the university and workforce indicators</li> <li>the future skills requirements</li> </ul>	<p>School leadership and staff examine and understand the requirements of instructional materials, and align them to all content areas to a multi-tiered model. They also develop ways to incorporate 21<sup>st</sup> century skills into the school system's instruction.</p>	<p>The school leadership and/or staff use, monitor, and adjust the developed tiers to ensure:</p> <ul style="list-style-type: none"> <li>the inclusion of enrichment, acceleration, and remediation opportunities</li> <li>that research-based materials and methods are available for all students' needs</li> <li>students are learning 21<sup>st</sup> century skills</li> </ul>	<p>The school leadership, staff, and families regularly monitor the effect of the tiers on learner outcomes and make adjustments accordingly within a continuous improvement cycle.</p>

Component

Title

Definition

Big Ideas & Q's

Growth Stage

Descriptors for each growth stage specific to guiding Q's

# Key elements for Transformation in the Standards

- Prepared Graduates Competencies & Post Secondary Workforce Readiness: common end in mind
- 21st Century skills
- Focus on “All students, All standards”
- Depth, relevant, clearly articulated
- Mastery
- Concepts & Skills

# A closer look at the School-Level

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<p>2. How is a 21<sup>st</sup> Century and Post Secondary and Workforce Ready learning-based system being designed?</p>	<p>Staff examine and understand:</p> <ul style="list-style-type: none"> <li>the conceptual framework of universal, targeted, and indicated levels of instruction</li> <li>the five 21<sup>st</sup> century learning skills</li> </ul>	<p>The school leadership and staff develop a range of instructional programs, materials, and strategies for all content areas to use within a tiered model. They also develop ways to incorporate 21<sup>st</sup> century skills into the school system's instruction.</p>	<p>The school leadership and/or staff use, monitor, and adjust the developed tiers to ensure:</p> <ul style="list-style-type: none"> <li>the inclusion of enrichment, acceleration, and remediation opportunities</li> <li>that research-based materials and methods are available for all students' needs</li> <li>students are learning 21<sup>st</sup> century skills</li> </ul>	<p>The school leadership, staff, and families regularly monitor the effect of the tiers on learner outcomes and make adjustments accordingly within a continuous improvement cycle.</p>

# Anchors & Guiding Questions

## Structures

Pieces developed and put in place that are static (*teams, curriculum, etc*)

## Processes and Procedures

The moving parts (overlaps and interacts with Structures), (*guidelines to receive interventions, use of px-solving, etc*)

## Professional Development

Skills taught and structure of PD

# Curriculum & Instruction Rubric

Anchors and Guiding Questions	
<b>Structures:</b> 1. <i>How are the school and staff building a standards-based curriculum in all content areas for all students?</i>	§ h t e ii e r s e
2. <i>How is a 21st Century and Post Secondary and Workforce Ready learning-based system being designed?</i>	§ • •

Processes and Procedures:	
3. <i>How is equitable access for all students ensured?</i>	
4. <i>How is the staff using research-based instruction to support all students?</i>	
5. <i>How does the school monitor the implementation and quality of instructional practices?</i>	

Professional Development (PD):	
6. <i>How is professional development being provided to the staff to support a 21<sup>st</sup> century learning based system?</i>	



# A closer look at the School-Level

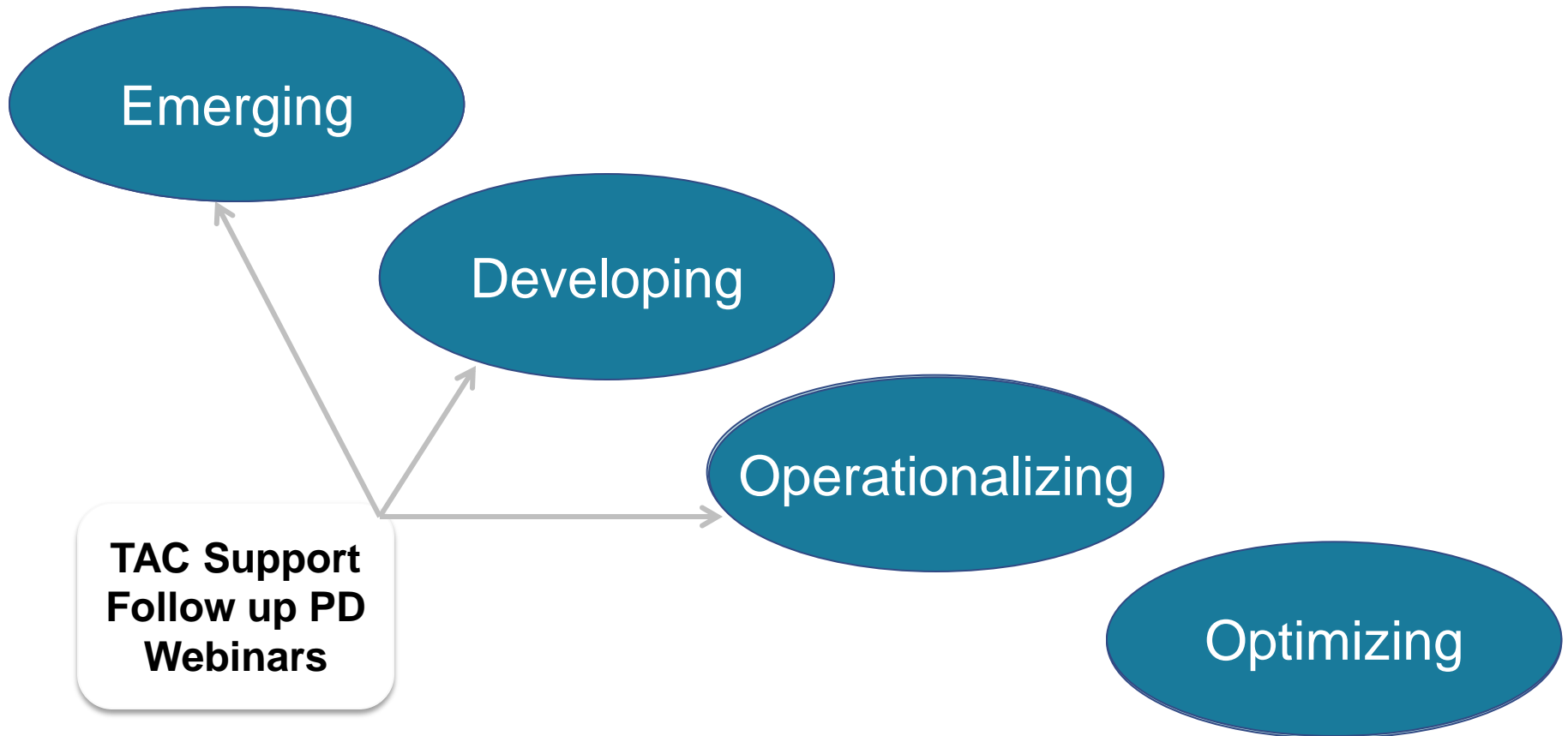
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# Change Model



# Emerging: *Establishing Consensus*

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- Building consensus for implementation and an understanding of **why** schools may choose to implement RtI.
  - Includes taking stock of current practices and knowing what it takes to implement (*skills, time, resources, etc*).

- What is RtI? Do we need a change in practices?
- I don't understand why we have to do things differently.
- What types of processes are currently in place that are working?
- This sounds like another thing that will come and go. Just ride it out.

**Early**

**Late**

Initial discussions on RTI.....All staff understand what RtI is

# Emerging

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# Developing: *Building Infrastructure*

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- **Capacity** for implementation is developed by creating support structures and systems to implement Rtl.
  - Assessment tools are selected, teams are created, alignment with other teams is examined, master schedule, etc.
  - *Figuring out the “what and the how”*

- We understand the triangle, but how do you do it?
- What interventions and assessments are schools using?
- How are decisions made about interventions (providing, adapting, or ending) across tiers?
- We are trying to figure out who can do this.

**Early**

**Late**

Few structures developed and in place.....All structures in place and understood

# Developing

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# Operationalizing: *Gaining Consistency*

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- Sites implement previously-agreed upon structures and work to build **consistency**.
  - Focus on implementation and getting everyone on the same page. Minor adjustments are made to the process (*e.g., forms are updated, changes to schedules, learning new interventions, moving PLC times, etc*)

- Using data is changing the way we approach problem-solving.
- We're problem-solving, but we're not consistent.
- We need to do another training on *[insert Rtl piece]*.
- We realize that our universal tier is not meeting 80% of our students' needs; it's not just about interventions.

**Early**

**Late**

**Staff is inconsistent with process.....Staff uses all processes; complete fidelity**

# Operationalizing

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# Optimizing: *Innovating & Sustaining*

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- RtI implementation is **embedded** into daily routine and is integrated throughout the site. Changes to the model or process are made when data indicates a need to do so.
  - Are we effective as a school? As a grade-level?

- What does our data tell us?
- We've been doing this for awhile, but we have more work to do.
- We have some growth here, but how can we get more growth?
- We seek ways to adapt and adjust our teaching methods each year as our student population changes.
- We continually reflect on our practices through the use of data and inquiry.

**Early**

**Late**

Practice is the “norm” .....Making adjustments based on data to be more effective

# Optimizing

Anchors and Guiding Questions	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<p><b>Structures:</b>  <i>1. How are the school and staff building a standards-based curriculum in all content areas for all students?</i></p>	<p>School leadership and/or district leadership discuss vertical and horizontal alignment and articulation of curriculum &amp; instruction. The school leadership and staff identify key learning milestones by grade-level (what should students know and be able to do when).</p>	<p>The school:</p> <ul style="list-style-type: none"> <li>• develops horizontal and vertical alignment of curriculum &amp; instruction to state standards</li> <li>• ensures school-wide vision is connected to the curricular scope and sequence in all content areas</li> <li>• aligns district tools and resources to the curriculum &amp; instruction (<i>software, texts, assessments, etc</i>)</li> <li>• develops ways to measure implementation of the curriculum &amp; instruction</li> </ul>	<p>With support from school leadership, the staff:</p> <ul style="list-style-type: none"> <li>• implements and refines aligned curriculum, instruction, and its tools/resources to ensure consistency with state standards</li> <li>• refines measurement of the implementation of the curriculum &amp; instruction</li> </ul>	<p>The school leadership regularly works with the staff to make adjustments to the curriculum &amp; instruction based on multiple sources of data. Evaluation of curriculum &amp; instruction is an embedded practice within a continuous improvement cycle.</p>

## RtI IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

### ASSESSMENT

Assessment is the ongoing process of gathering information to make educational decisions for both academics and behavior. A complete assessment system within RtI enables educators to (1) screen students to identify those at risk, (2) use diagnostic assessments to determine factors contributing to at-risk status, (3) use formative assessments (progress monitoring) to monitor the effects of instruction, and (4) use summative assessments to make outcome-based decisions about mastery of skills and standards.

Anchors and Guiding Questions	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<p><b>Structures:</b></p> <p>1. <i>How are the 4 purposes of assessments understood and used by the staff?</i></p>	<p>Staff collaboratively learn the 4 assessment purposes within an RtI framework and understand the need for various types of assessments:</p> <ul style="list-style-type: none"> <li>(1) <i>universal screening &amp; benchmarking</i></li> <li>(2) <i>diagnostic/prescriptive assessment</i></li> <li>(3) <i>formative evaluation (progress monitoring)</i></li> <li>(4) <i>summative evaluation (outcome)</i></li> </ul>	<p>School leadership and/or staff collaboratively reflect on their current assessments and their relevance. They select measures for the 4 assessment purposes/types for all content areas and for social/emotional and behavioral skills. Selected tools are:</p> <ul style="list-style-type: none"> <li>• reliable, valid, accessible</li> <li>• culturally, linguistically, and developmentally appropriate.</li> </ul>	<p>Staff engages in assessments with fidelity and uses:</p> <ul style="list-style-type: none"> <li>• screeners to identify students who are at-risk 3-4 times/year</li> <li>• diagnostics to pinpoint why a student is at-risk</li> <li>• formative assessments to monitor growth</li> <li>• summative assessments to determine outcomes</li> </ul>	<p>School leadership and/or staff collaboratively and systematically evaluate and adjust their assessment practices in an effort to have accurate and useful data that informs instruction. Staff evaluates assessment tools for their continued value, usefulness, and cultural, linguistic, and developmental appropriateness.</p>
<p>2. <i>How is a decision-making protocol created for the staff?</i></p>		<p>School leadership outlines a decision-making protocol that includes:</p> <ul style="list-style-type: none"> <li>• when to screen students</li> <li>• use of diagnostic assessments</li> <li>• frequency of progress monitoring relative to intensity of instruction &amp; intervention</li> <li>• the criteria for receiving instruction</li> </ul>	<p>Staff engages in assessments and follows the guidelines of the protocol. Assessments are:</p> <ul style="list-style-type: none"> <li>• administered consistently and with fidelity</li> <li>• within a designated timeline</li> <li>• within the parameters of the protocol</li> <li>• used appropriately</li> </ul>	<p>School leadership and/or staff regularly evaluate the adherence to and effectiveness of their decision-making protocol. They ensure the protocol is efficient, useful, and relevant for students and staff. <u>Data is used to make any adjustments to the protocol.</u></p>
<p>3. <i>How is the data managed and accessed?</i></p>	<p>School leadership has examined and selected a data-management system for tracking and reporting both academic achievement and behavior. The system includes the ability to graphically display data for efficient analysis of student progress.</p>	<p>School leadership outlines roles and responsibility for data collection, entry, and management. Staff is provided training on the use and accessibility of the data-management system.</p>	<p>The PS team(s) and staff are effectively using the data management system. Staff is provided ongoing assistance on the data-management system.</p>	<p>The functionality, efficiency, and usefulness of the data-management system are periodically reviewed and necessary changes made. Staff is proficient and independent with data management. Staff can assist and train new members with ease.</p>

# Summary Sheet

## RtI IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

### Scoring Summary:

Place an X along the continuum to indicate your site's level of implementation. Date when you reviewed the rubric and use a different color for each date reviewed.

Date	12-10-10	5-23-11		
Component	Emerging	Developing	Operationalizing	Optimizing
Leadership	←-----X-----X-----→			
Problem-Solving	←-----X-----X-----→			
Curriculum and Instruction	←-----X-----X-----→			
Assessment	←-----X-----X-----→			
Positive School Climate	←-----X-----X-----→			
Family and Community Partnering	←-----X-----X-----→			

# Additional Items

- Guidebook
- Classroom-Level
- District-Level

# Guidebook

Response to Intervention :  
Tiered Frameworks of Support

## RtI Implementation Rubrics Guidebook



cde Improving  
Academic  
Achievement

Nov 2010

## TABLE OF CONTENTS:

- Introduction and Purpose
- Structure of the RtI Implementation Rubrics
- Use of the RtI Implementation Rubrics
  - *Using the Implementation Rubrics as a Measure of Fidelity*
  - *Using the Implementation Rubrics for Planning and School Improvement*
- The Review Process
- Frequently Asked Question

# District-Level

## Rtl IMPLEMENTATION RUBRIC: *DISTRICT-LEVEL*

### LEADERSHIP

Leadership refers to the activities of leaders, and includes:

- creating a clear vision and commitment to the Rtl process
- inspiring, facilitating, & monitoring growth & improvement, along with holding high standards for everyone
- promoting the essential components of Rtl & the significant systemic changes needed to implement Rtl with fidelity
- committing resources, time, & energy to building capacity & sustaining the momentum needed for change
- supporting collaborative problem-solving approaches with colleagues, families, learners, & community members to build partnerships

Key Anchors and Guiding Questions:	Emerging: <sup>*</sup> Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Structures: 1. <i>How is a district leadership team formed?</i>	District personnel discuss the need for a change in practices. An understanding of Rtl's rationale, definition, and general education purpose is understood.	A district leadership team and/or coordinator is formed that is responsible for scaling up Rtl. Duties include, but aren't limited to: <ul style="list-style-type: none"> <li>• building understanding of the need for Rtl across district</li> <li>• identifying funding sources and budget allocation</li> <li>• aligning initiatives with Rtl</li> <li>• coordinating PD</li> <li>• outlining roles of principals, supervisors, office admins &amp; support staff</li> </ul>	Leadership team meets on a regular basis and works through the action plan or goals of district-level Rtl implementation. Team works with stakeholders, schools, and families to achieve goals.	Leadership team is continually refining Rtl implementation as it analyzes data from students, families, and schools on the model's effectiveness.
2. <i>How is a vision and commitment to Rtl created?</i>	District administrators understand the need for Rtl and understand it is a 3-5 year implementation process.	District administrators, faculty, and families draft a vision statement for Rtl implementation. The district commits to a three-tiered model of academics, behavior, and social-emotional support for all students.	District administrators and faculty: <ul style="list-style-type: none"> <li>• share the mission statement</li> <li>• align district policies with the Rtl vision to support student success</li> <li>• implement and support Rtl district-wide</li> </ul>	Administrators, faculty, and families actively participate in a systemic, culturally-responsive Rtl model. Data on its effectiveness is regularly analyzed to improve Rtl implementation and effectiveness.
Processes and Procedures: 3. <i>How does the district</i>	District stakeholders and departments examine current roles and job descriptions. They discuss	Leadership team: <ul style="list-style-type: none"> <li>• modifies or creates jobs to support Rtl implementation,</li> </ul>	Leadership team and district stakeholders work with schools to support and embrace new roles.	New roles and job duties are firmly established and part of the routine.

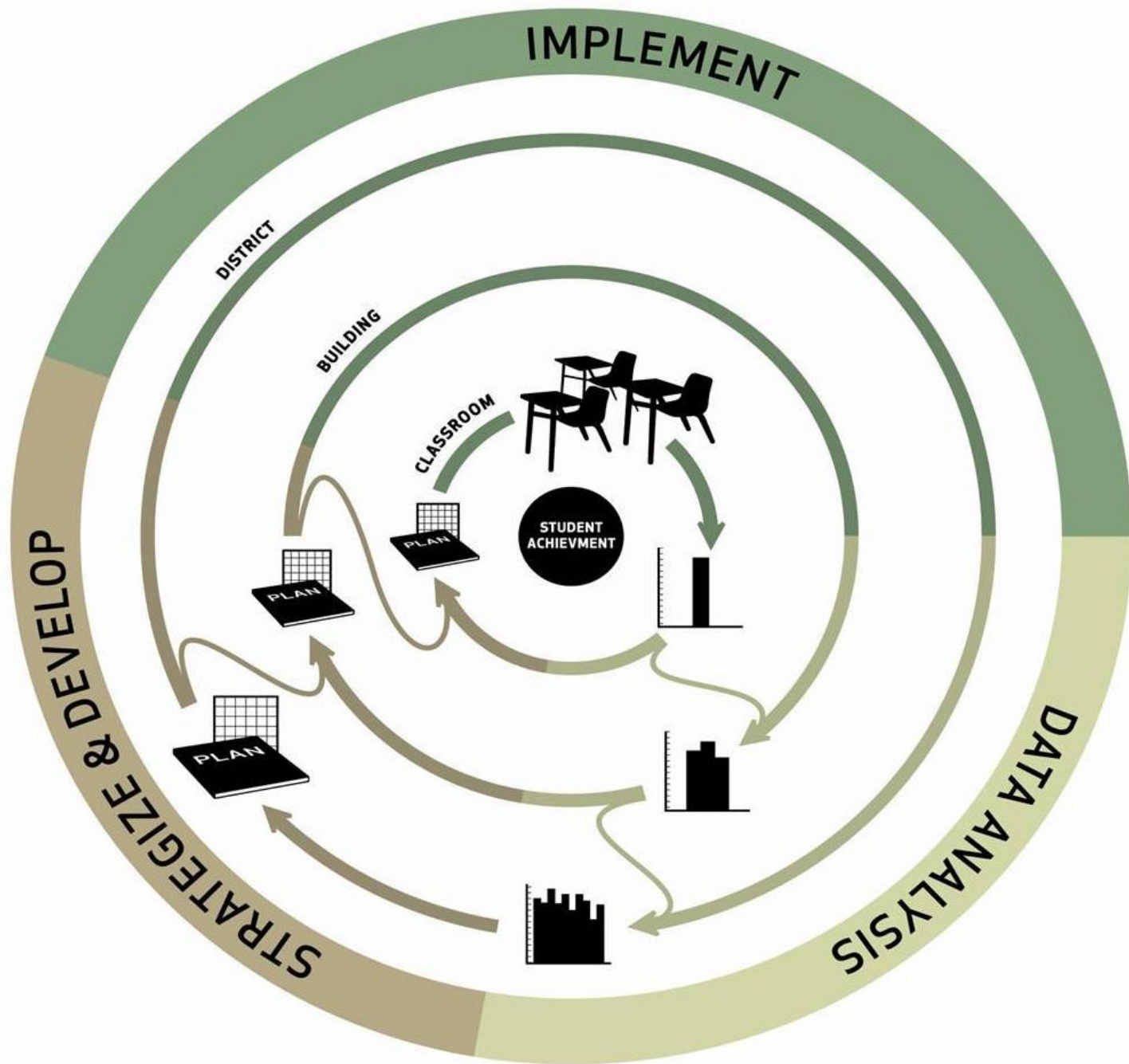
# Classroom-Level

## FIDELITY OF IMPLEMENTATION TOOLS: CLASSROOM-LEVEL RUBRIC

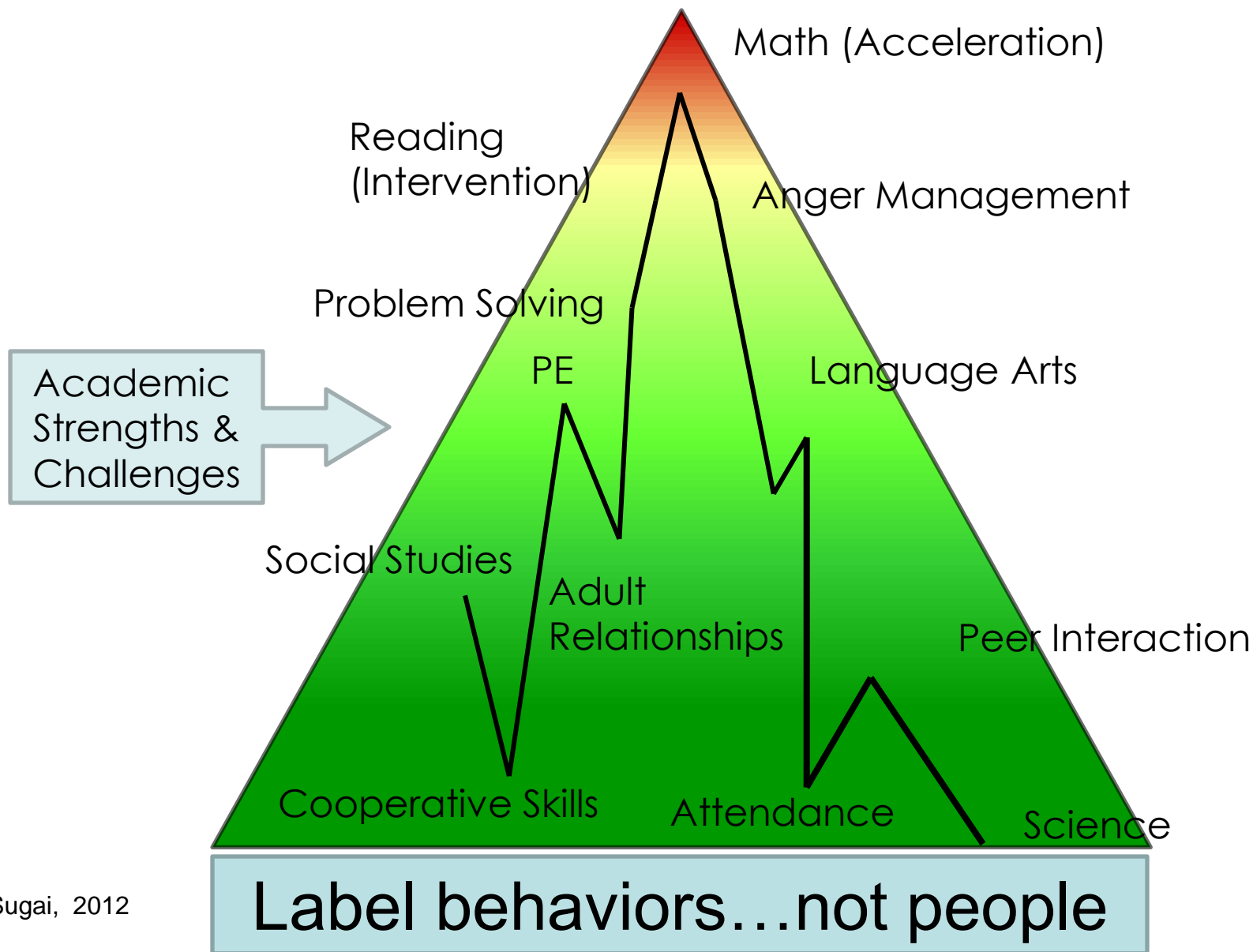
This rubric is designed to serve as a general blueprint of what RtI looks like at the classroom-level. All 6 components of RtI (*assessment, problem-solving, curriculum & instruction, leadership, family and community partnering, positive school climate*) are described across the 4 growth stages (*emerging, developing, operationalizing, optimizing*). Each row or column can be read to gain an understanding of the major pieces of RtI at the classroom-level.

Components and Factors	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<b>Leadership:</b>	Each teacher understands that RtI is a 3-5 year process of implementation, understands why RtI is being implemented, and commits to the implementation process.	Each teacher is aware of an avenue to give input or to provide feedback to leadership as it prepares for implementation.	Each teacher collects data on implementation to provide feedback to leadership. Each teacher or grade-/content-level communicates with leadership or has a clear process for feedback.	Each teacher collects data on implementation and works collaboratively with leadership to refine and improve the RtI system and the implementation process.
<b>Problem-Solving:</b>	Each teacher has an initial understanding of the PS model and why it is best practice. Each teacher reflects on how problems have traditionally been identified and corrected vs. how problems are defined within a problem-solving model.	Each teacher has agreed to participate on a PS team(s) to problem-solve for individual students and for grade-level/content. Each grade-level/content has representation on a team for school-level problem-solving.	Each teacher regularly meets with colleagues to examine data for individual students and for groups of students. Teacher reps meet with school-level PS team to identify effectiveness of universal instruction.	Teachers collect data and provide feedback to school teams on the effectiveness of the problem-solving process and of instruction/intervention.
		Each teacher understands how assessment informs instruction and examines current assessment tools to judge their ability to inform instruction.	Each teacher uses: <ul style="list-style-type: none"> <li>• screening data to identify students in need of support</li> <li>• diagnostic and formative data to plan/adjust universal, group, and individual instruction</li> <li>• current data to set and monitor goals with students</li> <li>• use summative assessments to identify outcomes mastered</li> </ul>	Each teacher continually refines assessments tools to ensure they provide useful data to inform practices and interventions. Each teacher also develops new ways to use data to inform and adjust instruction.

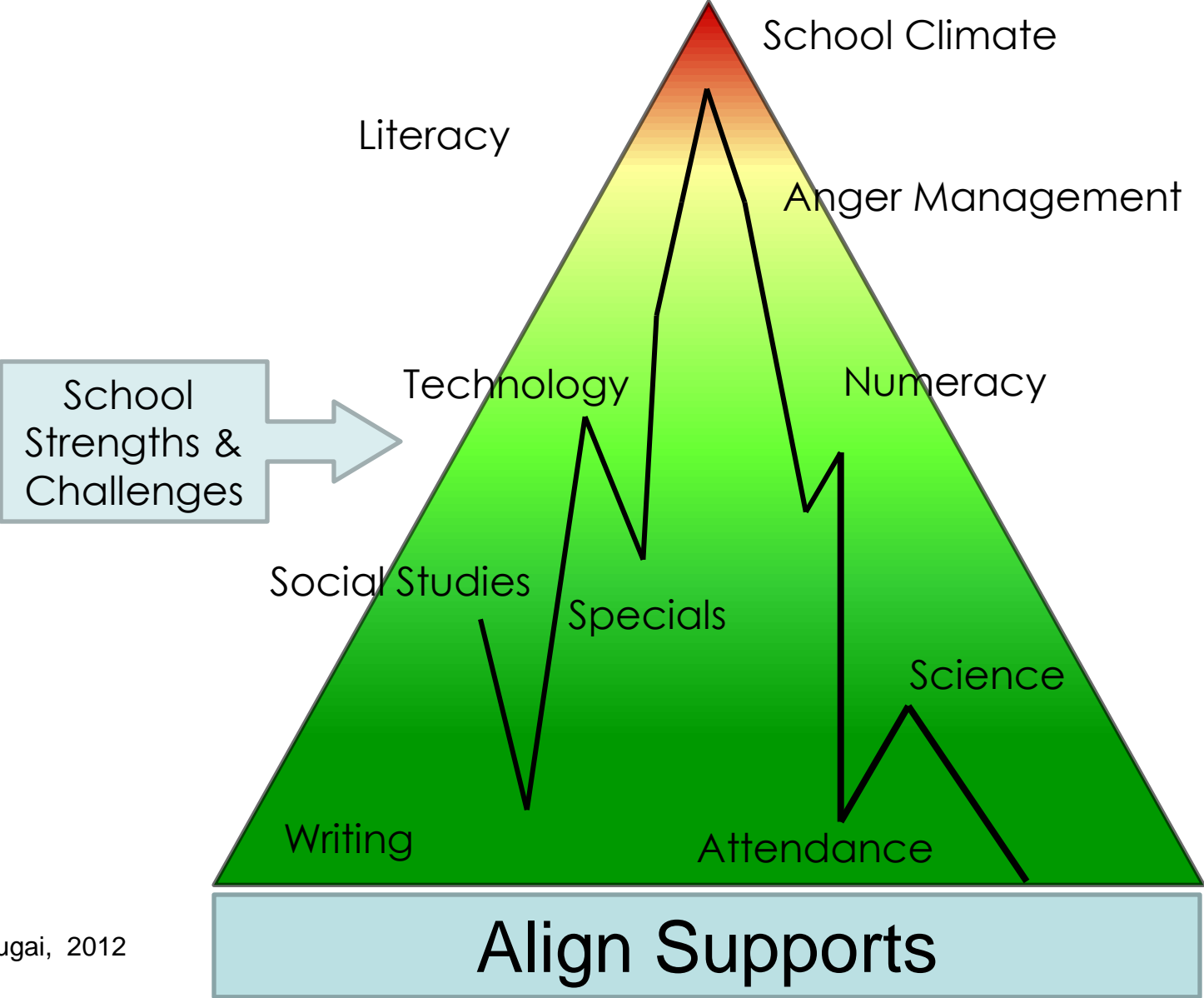




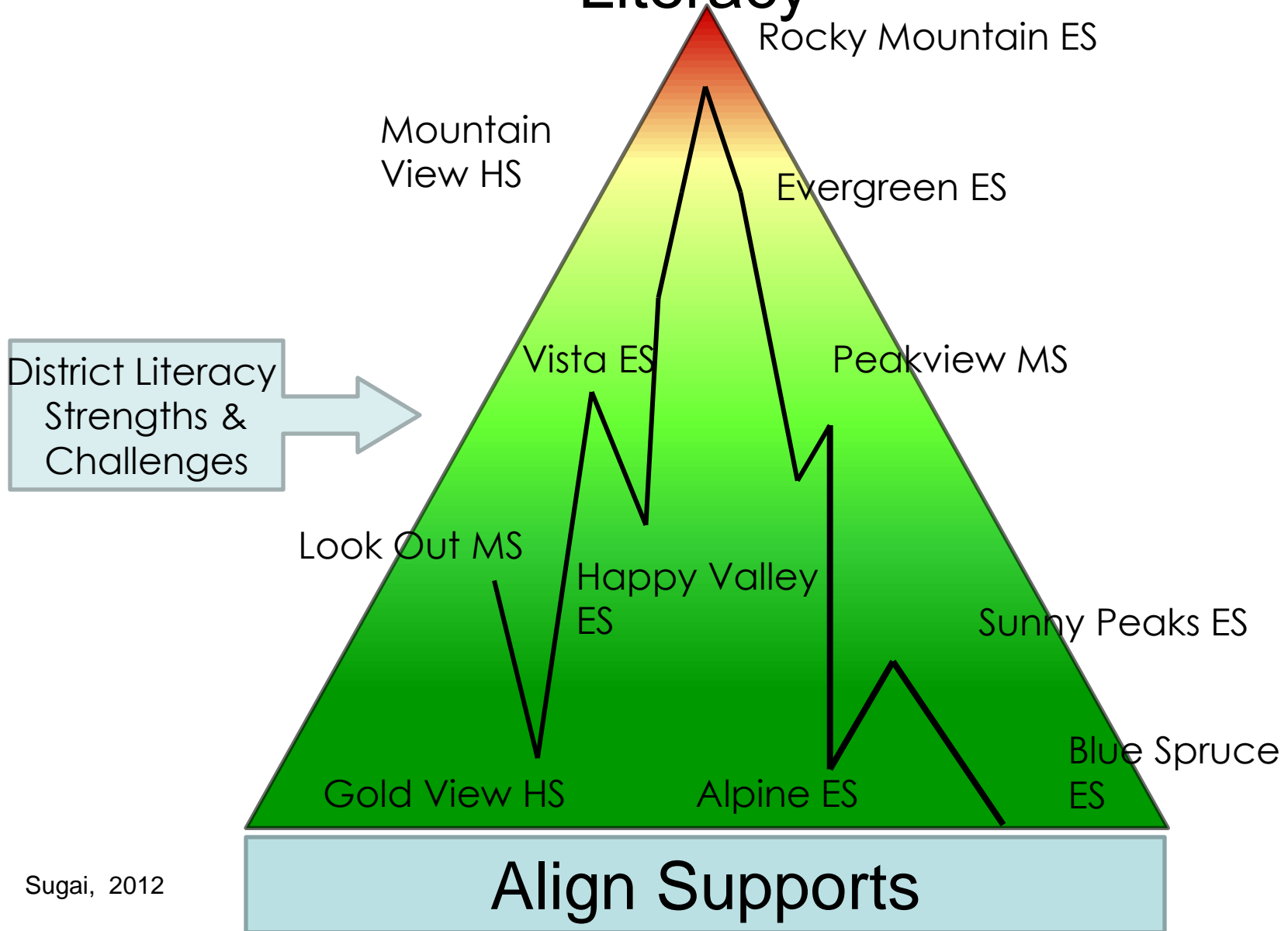
# RtI Continuum of Support for ALL: “Malcom”



# RtI Continuum of Support for ALL: RM School



# RtI Continuum of Support for ALL: “District Literacy”



# Contact Information

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For more resources: [www.cde.state.co.us/rti](http://www.cde.state.co.us/rti)