VERMONT'S
RtI Fidelity Implementation Checklist

RESPONSIVENESS TO INSTRUCTION

Responsiveness to Instruction is a multi-tiered, decision-making approach that addresses academic difficulties of ALL students. It is an integrated school improvement model that is standards-driven, proactive and incorporates both prevention and intervention. **Our strong EST model has the potential to serve as the foundation for the implementation of a successful RtI model.**

This checklist is intended to assist schools/districts in determining the current status of the fidelity of their RtI implementation. This tool may be used as an action planning instrument to determine "next steps" in RtI implementation. It is important not only to gauge the current implementation status of each item, but to also determine its relative priority. A basic planning format has been provided at the end of the checklist on which specific actions around the top priority items can be documented.

Some basic underpinnings of a RTI model:

- RTI relies on the premise that all students receive research-based and standards-driven instruction in general education.
- The learning of all students is assessed early and often (ongoing progress monitoring). Assessment is focused on direct measurements of achievement and behavior.
- If there are concerns about student progress, increasingly intense tiers of intervention are available.
- Individual student data gathered through the process may be used to determine appropriateness of a special education referral (e.g., in the case of students who do not respond adequately to instruction/intervention) and as part of a comprehensive evaluation for determination of eligibility.
- RtI is a multifaceted model of student support, and as with all systems change efforts will require 3-5 years for full implementation
- Building level leadership is critical to successful implementation of an RtI model
- Schools will need to commit longitudinal professional development resources in order to attain sustainability of the RtI model

Essential Element	Potential Indicators of Implementation
Students receive high quality, research-based instruction by qualified staff in their general education setting.	☐ Systematic analysis of local core curriculum. ☐ Emphasis placed on research based core curriculum components ☐ The school has agreed upon and clearly articulated literacy goals for all students. ☐ School uses research-based core curriculum. ☐ The core curriculum is aligned with VT Standards and Learning Opportunities. ☐ The school has a balanced approach to literacy that includes explicit instruction in the "Big Five" components critical to literacy acquisition. ☐ Instruction in all basic skills areas is supported by current research-based practices. ☐ A plan is established to allocate sufficient instructional time and intensity. ☐ Instruction is differentiated to respond to the individual learning styles of students and to allow students to take an active role in their learning ☐ Literacy instruction is prioritized and protected from interruption. ☐ Research is relied upon to inform decisions about what to teach and when to teach it. ☐ Flexible grouping is utilized to maximize student performance ☐ Group size, instructional time, and instructional programs are adjusted in response to student performance. ☐ Parents are informed of the elements of the core curriculum that correspond to scientific research- based instruction.
General education instructors and staff assume an active role in students' assessment in that curriculum by conducting universal screening of academics.	☐ School/district has a local assessment plan that includes early screening procedures. ☐ Teachers use screening data to differentiate student instruction. ☐ Skills that are reliable predictors of later performance are screened at developmentally appropriate grade levels ☐ School staff is trained to 95% reliability in the administration and scoring of all assessment instruments. ☐ The data obtained through school-wide screening is used to inform grade

	level and school-wide curricular decisions.
General education instructors and staff assume an active role in students' assessment in that curriculum by conducting universal screening of academics (continued).	☐ The data obtained through school-wide screening is used to inform action planning to address identified curricular inadequacies. ☐ The data obtained through school-wide screening is used to inform professional development needs of staff and the need for appropriate/additional resources. ☐ The data obtained through school-wide screening is used to evaluate the effectiveness of initiatives at addressing identified curricular inadequacies. ☐ Data is examined in a timely fashion to optimize potential instructional outcomes. ☐ Screening data is shared with families and partnerships are encouraged for students found to be at risk for academic failure.
Frequent progress monitoring of student performance occurs for all students and is used to pinpoint student-specific difficulties.	☐ School/district has adopted progress monitoring procedures and schedules for identified (at-risk) students. ☐ School/district has adopted benchmark assessment schedule for all students. ☐ School/district has adopted diagnostic assessment procedures re: basic skills ☐ A schedule of ongoing student progress monitoring has been established that appropriately identifies the degree of risk and continuing needs of individual students. ☐ Progress monitoring data is graphically represented to assist in analysis and interpretation. ☐ Progress monitoring is reviewed on a regular basis in order to make timely instructional decisions. ☐ Progress monitoring data is shared regularly with families
School staff implements specific, research-based interventions to address a	☐ Emphasis is placed on research based interventions and instruction ☐ Teachers examine progress monitoring data to document local efficacy of programs for individual students.

student's learning challenges.	☐ School staff understands single subject design and accumulate local validity data.
School staff uses progress-monitoring data and decision rules to determine interventions' effectiveness and needed modifications.	☐ Teachers collect and analyze student progress data regularly, based on the intensity of the student's needs. ☐ Student data is graphically represented and is used in the decision making process. ☐ A Priori decision making rules are adopted by the EST. ☐ Assessment data are reviewed regularly in a systematic fashion. ☐ Consistent data-based decision making rules are employed (e.g., trend rules, 4-point rule) ☐ Student goals are aligned with recognized grade appropriate norms (e.g., GEs) ☐ Resources are matched to meet the needs of students. ☐ Benchmark assessments are used to inform school-wide instructional initiatives. ☐ School staff implements specific, research-based interventions to address a student's learning challenges. ☐ Overall student performance data is shared regularly with the community. ☐ Individual student performance is shared with families.
Systematic assessment of the fidelity or integrity with which instruction and interventions is conducted.	☐ Instruction within the core curriculum is characterized by a high degree fidelity and integrity of implementation. ☐ Procedures are in place to ensure reliable administration and scoring of assessments. ☐ Teachers and administrators develop and utilize protocols for the assessment of fidelity and integrity of instruction and programs for individual students. ☐ Professionals are trained in the provision of the core curriculum and supplemental services and ongoing professional development is available to support teachers in the provision of the core curriculum ☐ Procedures are in place for insuring the fidelity and integrity of the provision of the core curriculum components.

	☐ Ongoing professional development is available to support teachers in the provision of the supplemental instruction.
Systematic assessment of the fidelity or integrity with which instruction and interventions is conducted (continued).	☐ Professionals are trained to a high degree of reliability in the administration and scoring of assessments. ☐ A system is in place that supports consultation, feedback and collegial exchange regarding the provision of both the core curriculum and supplementary instruction. ☐ Ongoing professional development is available to support teachers in the administration and scoring of assessments. ☐ Parents are provided with materials and training in the provision of curricular supports in the home when appropriate.
Support services are provided in multiple tiers of increasingly intense student interventions.	☐ Student instruction is provided in tiers of increasing levels of intensity. ☐ Tiered levels of support are clearly delineated by the EST. ☐ Procedures for moving from Tier to Tier are clearly established. ☐ Existing tiers of instruction are clearly articulated and understood by all staff. ☐ The general educational environment utilizes differentiated instruction, grouping, scheduling, and a variety of instructional strategies to optimize student outcomes. ☐ Instructional programs are designed to meet individual student needs. ☐ Flexible grouping is utilized to maximize student performance. ☐ Group size, instructional time, and instructional programs are continually adjusted to respond to student performance. ☐ Families are involved in decisions that result in students receiving intervention of increasing intensity to support the general educational curriculum, (e.g., Tier 2 supplemental services).
The Educational Support Team is staffed by key personnel and utilizes an efficient	☐ The EST is comprised of professionals with expertise in the areas that frequently present before the EST (e.g., reading specialist, psychologists, and related service providers)

targeted intervention & problem-solving model to address student needs.	☐ The building administrator assumes an active role of leadership on the EST. ☐ The EST examines school-wide trends to inform local initiatives. ☐ The frequency of EST meetings supports a timely response to student needs.
The Educational Support Team is staffed by key personnel and utilizes an efficient targeted intervention & problem-solving model to address student needs (continued).	☐ EST utilizes a combined targeted intervention approach and problem solving/decision-making model. ☐ EST informs ongoing professional development that supports an RtI model. ☐ The EST becomes a repository for the management and analysis of all student performance data. ☐ The EST becomes a repository for interventions that have been shown to be effective with their students. ☐ The EST utilizes a targeted intervention approach to address individual student needs whenever possible. ☐ The EST utilizes an efficient and effective problem solving model. ☐ The EST provides guidance in the identification of professional development activities that are linked explicitly to school needs and reference scientifically based programs and practices. ☐ The EST promotes collaborative school-wide professional problem solving models, (e.g., learning circles, professional learning communities, shared leadership). ☐ Time is allocated for educators to analyze and respond to data by planning and refining instruction. ☐ Families participate in the EST process in a meaningful way.
Education practices reflect an adoption of relevant and effective RtI components.	☐ Special Education evaluations are characterized by targeted assessments (diagnostic in nature) that are intended to inform instruction. ☐ IEP goals reflect authentic benchmarks. ☐ Progress toward IEP goals are regularly monitored and graphically represented. ☐ Special educators utilize specific procedures to set ambitious growth goals.

	☐ Parental communication/contact takes place in accordance with IDEA.
Educational Leadership	☐ Building principal openly and actively supports an RtI model ☐ Building principal establishes and participates in a building based RtI Team ☐ Building principal participates in all EST meetings ☐ Building principal encourages the examination of student, classroom and school-wide data. ☐ Building principal examines school-wide data. ☐ Building principal arranges for professional development in response to school-wide data ☐ Building principal advocates for the RtI model at the community and district level ☐ Building principal disseminates information about the RtI model to families and the greater school community ☐ Building principal allocates resources to support the RtI model