

Gauging RTI Implementation: How is Your School Doing?

	Emerging	Developing	Established
Intervention Design	Individual teachers design interventions on their own.	Teachers design interventions through casual collaboration with peers. Grade levels or teams may choose to skill group students.	Teachers representing general education, special education, Title 1, and ELL work together to develop interventions for students. Support personnel may also be involved
Intervention Format	Teachers use favorite interventions collected over years.	Teachers use only "Reteach" modules in district adopted curricula or work from a laundry list of interventions	Building-wide resources are tapped to provide a variety of researched-based interventions where needed.
Intervention Implementation	Teachers implement interventions only within the framework of their own classroom groups.	Teachers may regroup students for skill-based interventions with colleagues on occasion.	Grade level teams and building support teachers work together to implement systematic group interventions
Consideration of other factors	No consideration is given to other factors (attendance, health, behavior, mobility) until the SPED eligibility meeting.	File information is reviewed without a standard format.	Other factors are carefully scrutinized and interventions are designed/implemented to address them whenever possible. A standard format is used to display file review information.
Progress Monitoring	Teachers judge students response to instruction on observations and intuitive evaluation.	Teacher check progress infrequently with some type of fluency or CBM measure.	School staff work together to establish a system of weekly progress monitoring measurement.
Special Education Referral Process	Individual teachers or administrator make unilateral decisions about appropriate timing of a SPED referral,	Individual teachers, counselors, or administrators are "allowed" to make a referral as long as the required paperwork is completed.	A team problem solves through a prototypical decision making process using a response to intervention rubric (based upon data) to reach a conclusion on the need for intensive intervention.