

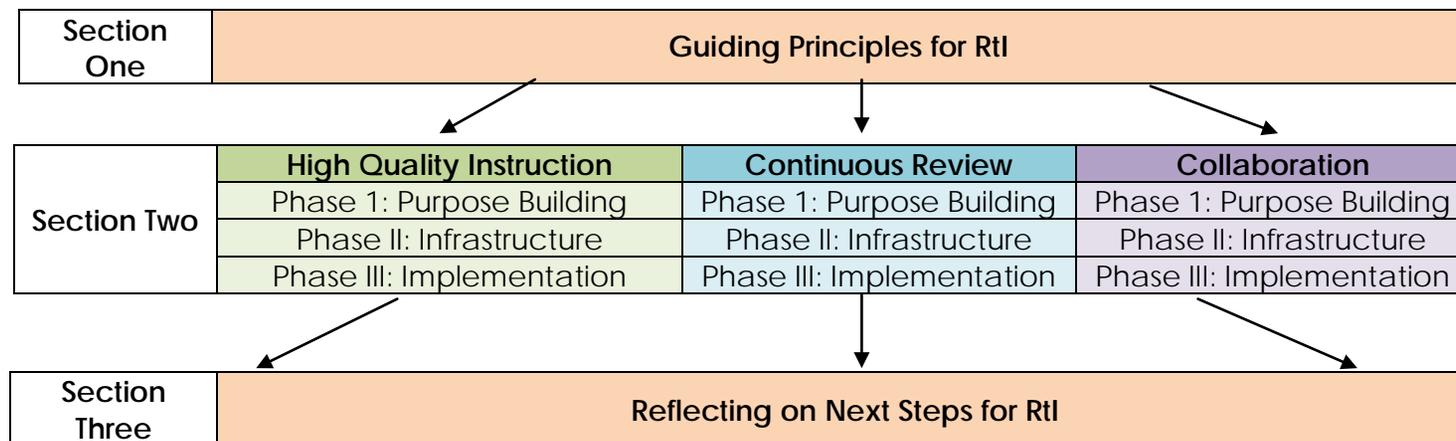
Wisconsin Response to Intervention (RtI) Self-Assessment for Schools and Districts

The Wisconsin RtI self-assessment tool was developed by the Department of Public Instruction Response to Intervention cross-departmental workgroup in conjunction with state external partners. The tool is based on national research related to systems change and Response to Intervention implementation. Further, the self-assessment tool reflects Wisconsin’s core belief that **Response to Intervention is a process for achieving higher levels of academic and behavioral success for all students.**

Because RtI is a systems change process, an RtI system may align to other improvement processes your school or district is currently implementing. Every effort has been made to align this self-assessment tool with other school improvement tools and processes in use in the state.

The purpose of this tool is to assist school or district level teams who wish to discuss and reflect on their readiness to implement an RtI system. The tool will assess the alignment of an existing school/district structure to Wisconsin’s **guiding principles about RtI** and the essential elements of RtI: **high quality instruction**, **continuous review of student progress**, and **collaboration**. As RtI is a process of systemic change and this process looks different in every district and every building, this tool is intended to provide opportunities for open-ended reflection, discussion, and planning at the school or district level and is intended to include educators at every level.

The self-assessment is organized and color coded into the following 3 sections:



Our Team will be completing this self-assessment as a

District Team

School Team

Section One: Use the following section to discuss some guiding principles for RtI as they relate to your school. Add any additional local principles in the designated rows.

Guiding Principles for RtI						
The Wisconsin guiding principles were developed in collaboration with the State Superintendent's Collaborative Council to help guide the direction for RtI in Wisconsin. Discussions about these principles are the first step in developing a common understanding and vision for moving forward.						
Guiding Principles	What Does This Mean to Us?	Where We're At				School-Based Evidence
		(1) We do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress.	(4) This is well established.	
RtI is for ALL children and ALL educators.						
RtI must support and provide value to high quality instruction.						
Success for RtI lies within the classroom through collaboration.						

Rtl applies to both academics and behavior.						
Rtl supports and provides value to the balanced use of multiple assessments to inform instructional practices.						
Rtl is something you do and not necessarily something you buy.						
Rtl emerges from and supports research and evidence-based practice.						
Other local Rtl principles?						

Section Two: After your team has completed the discussion about **guiding principles for RtI**, use the next section to discuss questions organized around the essential elements of RtI:

Section Two	High quality instruction responds to individual differences in a learning community/classroom. Inherent to high quality instruction is rigorous content delivered through differentiated instruction. Instructional activities are culturally relevant and put the student at the center of academic and social learning, with the student’s needs driving instruction, not programs or curricula. High quality instruction is vital to informing additional support, challenge, and intervention.	Continuous review of student progress involves a balanced, systematic process of constant inquiry that determines: <ul style="list-style-type: none"> • Where a student or a group of students is at (screening). • How students are responding to differentiated instruction of the core curricula (ongoing assessment). • How students are responding to additional support, challenge, and intervention (monitoring of progress). 	Collaboration is a process where people work together toward common goals. Collaboration as part of an RtI system includes: <ul style="list-style-type: none"> • Inclusive discussion and planning as part of building a solid foundation and infrastructure. • Formal and informal discussion among educators and families about the individual needs of students.
	Phase 1: Purpose Building	Phase 1: Purpose Building	Phase 1: Purpose Building
	Phase II: Infrastructure	Phase II: Infrastructure	Phase II: Infrastructure
	Phase III: Implementation	Phase III: Implementation	Phase III: Implementation

Within each essential element, there are key questions to consider, potential examples of success, and an invitation to reflect to help determine which phase best describes your school.

Phase I: Shared Vision and Purpose Building: Evaluating capacity and readiness and engaging stakeholders in relevant conversations around the three essential elements of RtI. (Where are we, and where do we want to go?)

Phase II: Infrastructure Building: Examining existing structures and systems, discovering what is being implemented well and what gaps need to be addressed, and building the foundation for an RtI system. (What do we have, and what do we need to build?)

Phase III: Implementation: Sustaining, stabilizing, and systematizing RtI practices. (Now that we’re there, how is it working, and how can we improve?)

Element #1: High Quality Instructional Practice

High quality instruction responds to individual differences in a learning community/classroom. Inherent to high quality instruction is rigorous content delivered through differentiated instruction. Instructional activities are culturally relevant and put the student at the center of academic and social learning, with the student’s needs driving instruction, not programs or curricula. High quality instruction is vital to informing additional support, challenge, and intervention. High quality instruction as part of an RtI system involves:

- Multiple ways for students to acquire and apply expected knowledge and skills;
- Multiple ways to motivate and challenge students; and
- Multiple ways for students to demonstrate and teachers to assess student progress.

Phase I: Shared Vision and Purpose Building

In this phase, **High Quality Instruction** includes...

- Shared vision for expected knowledge, skills, and dispositions;
- Common understanding of the need for highly qualified educators; and
- Common understanding about the diversity of all learners.

Key Questions to Consider	Examples of Success	Where We're At				School-Based Evidence
		(1) We do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress.	(4) This is well established.	
Does your school have a shared vision for expected knowledge, skills, and dispositions of all students?	<ul style="list-style-type: none"> • Families are included as part of discussions regarding curricular decisions. • Collaboration and communication exists among educators around shared core curricular decisions and behavior expectations. 					
Does your school have a common understanding of the importance of Highly Qualified Educators ?	<ul style="list-style-type: none"> • Mentor programs and other supports are in place for educators at varying career stages. • All educators understand the roles, responsibilities, and licensure of their colleagues to maximize capacity for student support. 					
Has your school developed	<ul style="list-style-type: none"> • All educators understand the need for differentiation for all students. 					

understanding about the diversity of its learners?	<ul style="list-style-type: none"> • There is a stated commitment to ongoing, job embedded professional development that addresses diversity of learners. • Educators and staff are building cultural competency as it relates to their students, their families, and their communities. 					
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Phase II: Infrastructure Building

In this phase, **High Quality Instruction** includes...

- Developing systems that promote instruction of expected knowledge, skills, and dispositions;
- Creating systems to develop and support highly qualified educators; and
- Creating systems to support the diversity of all learners.

Key Questions to Consider	Examples of Success	Where We're At				School-Based Evidence
		(1) We do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress.	(4) This is well established.	
Has your school developed a core curriculum of expected knowledge, skills, and dispositions for all students?	<ul style="list-style-type: none"> • There is a clear core curriculum that is aligned with the Wisconsin Model Academic standards and other standards (College Board, AP, district learning targets etc.). • There are expectations for positive behavior that have been agreed upon and shared with all stakeholders. • There is a clearly defined scope and sequence. • Universal screening decisions are linked to discussions about high quality core curriculum. • Universal screening informs instructional practice and decisions about those students who may need additional support, challenge and interventions. • Benchmarks are established and linked to curricular scope and sequence. • Benchmark setting involves multiple stakeholders. 					
Does your school create	<ul style="list-style-type: none"> • The link between various professional 					

<p>systems to develop and support Highly Qualified Educators?</p>	<p>development opportunities (collaborative teams, assessment literacy, differentiating instruction, etc.) is clearly articulated.</p> <ul style="list-style-type: none"> • Current educators are appropriately licensed for all positions. • Funds have been identified to support educators to become highly qualified. • The roles, responsibilities, and licensure of educators and staff align with the additional support, challenge, and interventions being provided. 					
<p>Has your school developed systems to enhance learning opportunities for all students, including additional support, challenge, and intervention?</p>	<ul style="list-style-type: none"> • Professional development emphasizes effective methods for differentiation of curriculum and instruction. • Additional supports and interventions are designed and selected to supplement the core curriculum. • The core curriculum and system of additional support, challenge, and intervention includes G/T, ELL, and special education students. 					

Phase III: Implementation

In this phase, **High Quality Instruction** includes...

- A curriculum that articulates expected knowledge, skills, and dispositions;
- Opportunities for developing and retaining highly qualified educators; and
- Systems to enhance differentiated learning opportunities for all students.

Key Questions to Consider	Examples of Success	Where We're At				School-Based Evidence
		(1) We do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress.	(4) This is well established.	
Do educators in your school adapt the expected knowledge, skills, and dispositions to meet the unique needs of diverse learners?	<ul style="list-style-type: none"> • Core curriculum is implemented by educators with differentiation for individual student needs. • Curriculum scope and sequence addresses the need for continuity of curriculum, yet is flexible to address individual student needs. • Expectations for positive behavior have been implemented. • Universal screening informs the core curriculum as well as decisions regarding the needs for additional support, challenge, and intervention. 					
Does your school provide opportunities for developing and retaining all educators ?	<ul style="list-style-type: none"> • Professional development focuses on areas that impact student learning and professional growth. • Priorities for professional development are based on assessment of teacher and student needs. 					
Do educators in your school facilitate learning opportunities for all students , including additional support, challenge, and intervention?	<ul style="list-style-type: none"> • Learning opportunities are consistently constructed with an emphasis on differentiation. • Interventions and additional supports supplement the core curriculum and are based on research and best practice. • Learning opportunities include materials that are culturally relevant to students, their families and their communities. 					

Element #2: Continuous Review of Student Progress

Continuous Review of Student Progress involves a balanced, systematic process of constant inquiry that determines:

- Where a student or a group of students is at (screening);
- How students are responding to differentiated instruction of the core curricula (ongoing assessment); and
- How students are responding to interventions/support and enrichment (monitoring of progress).

Phase I: Shared Vision and Purpose Building

In this phase, **Continuous Review of Student Progress** includes...

- Developing assessment literacy;
- Developing an understanding of a balanced assessment system including formative, benchmark, and summative data; and
- Developing an understanding of how to use a rich mix of data to make informed decisions about instruction and programming for behavior and academics.

Key Questions to Consider	Examples of Success	Where We're At				School-Based Evidence
		(1) Do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress here.	(4) This is well established.	
Does your school have a process for using a rich mix of data to help students learn?	<ul style="list-style-type: none"> • Educators know what kinds of assessments are used and the data that result. • Educators understand the processes the school currently uses to assess student progress. • Educators, students, and families understand the relationship between assessments, instruction, and programming. • Educators use formative data to inform instruction. 					

<p>Does your school understand how different assessments work together and inform one another to provide a complete picture of a student?</p>	<ul style="list-style-type: none"> • Educators understand the value and limitations of the assessments that are used and their various purposes. • Educators understand how various assessments work together to give a complete picture of every student. • The school values the collection and use of a rich mix of data. 					
<p>Does your school understand the importance of collecting more information as students receive more support?</p>	<ul style="list-style-type: none"> • There is general agreement about the value of monitoring student progress to inform instructional decisions. • Educators use data to inform instruction rather than dictate content. 					

Phase II: Infrastructure Building

In this phase, **Continuous Review of Student Progress** includes...

- Mapping the current assessment system; and
- Building the infrastructure necessary to implement a systematic assessment/data collection system.

Key Questions to Consider	Examples of Success	Where We're At				School-Based Evidence
		(1) Do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress here.	(4) This is well established.	
Has your school mapped your Balanced Assessment System to see where strengths and gaps are?	<ul style="list-style-type: none"> • A rich mix of data is collected. • Additional assessments are selected to ensure that there is a balance between formative, benchmark, and summative assessments. 					
Has your school developed a Data Management System ?	<ul style="list-style-type: none"> • The school has invested in or developed tools to assist in the data collection process. • Data from formative, benchmark and summative assessments are collected and stored. • There are clear roles and responsibilities for who collects data and how data is collected. 					
Has your school developed a process for decision-making regarding the use of the data?	<ul style="list-style-type: none"> • School has clearly delineated roles and responsibilities for making decisions using data. • There is a system for seeking input and communicating decisions with stakeholders. 					
Does your school provide opportunities to engage students in assessment of their own learning?	<ul style="list-style-type: none"> • Students and educators use self assessment as a way to inform learning and teaching. • Students and educators use peer assessment as a way to inform learning and teaching. • Educators and students talk together about their progress. 					

Phase III: Implementation

In this phase, **Continuous Review of Student Progress** includes...

- A systematic process of data gathering and interpretation to make informed decisions about academic and behavior student progress in
 - core programming;
 - differentiation; and
 - additional support, challenge, and interventions.

Key Questions to Consider	Examples of Success	Where We're At				School-Based Evidence
		(1) Do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress here.	(4) This is well established.	
Has your school implemented a balanced assessment system matched to its goals?	<ul style="list-style-type: none"> • Educators are able to implement the variety of assessments that are part of the school assessment system. • Educators are able to interpret the data that are collected as part of the school assessment system. • Educators are able to analyze the data collected and, in partnership with families, make informed decisions about student progress. • Educators and families are able to collect additional data as students receive more support. 					
Does your school continue to refine its process for decision-making regarding the use of the data?	<ul style="list-style-type: none"> • There is a system for collecting and sharing data in partnership with students and their families. • Data from a balanced assessment system informs instructional decisions and programmatic decisions. • The process for decision-making is flexible and fluid, responding to the school's needs. 					

<p>Does your school's Data Management System facilitate the collection, analysis and use of data on student progress?</p>	<ul style="list-style-type: none"> • Data from formative, benchmark, and summative assessments are collected and organized in a usable format. • Educators are able to access useful data quickly to support conversations about student progress. 					
<p>Does your school engage students in assessment of their own learning?</p>	<ul style="list-style-type: none"> • Students and educators look at student work to inform learning and teaching. • Feedback from formative, benchmark, and summative assessments is provided to students. • Students are able to report on their own progress. 					

Element #3: Collaboration

Collaboration is a process where people work together toward common goals. Collaboration as part of an RtI system includes:

- Inclusive discussion and planning as part of building a solid foundation and infrastructure.
- Formal and informal discussion among educators and families about the individual needs of students.

Phase I: Shared Vision and Purpose Building

In this phase, **collaboration** includes...

- Shared vision for moving forward; and
- Shared responsibility for key decisions.

Key Questions to Consider	Examples of Success	Where We're At				School-Based Evidence
		(1) Do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress here.	(4) This is well established.	
Does your school culture promote a spirit of collaboration?	<ul style="list-style-type: none"> • All staff help to build a vision for RtI based on guiding principles. • All staff value and practice partnership and compromise. • The school supports diversity and values students and staff of racial, cultural, ethnic, and linguistic diversity. 					
Does your school promote a spirit of shared leadership and responsibility ?	<ul style="list-style-type: none"> • There is shared responsibility to increase academic and behavioral learning and growth for every student. • There is attitude amongst the staff that "all students are our students." • There is an attitude that all educators can be leaders. 					
Does your school value professional learning communities as part of a culture of collaboration?	<ul style="list-style-type: none"> • Professional learning communities are used to achieve a common purpose. • Time and resources are devoted to collaborative planning around student success. • There is a commitment to learning from and with colleagues. 					

<p>Does your school value school, family, and community partnerships?</p>	<ul style="list-style-type: none"> • There is meaningful collaboration and communication between families and all staff about students’ strengths and needs. • Family contributions are valued as part of gaining a complete picture of each student. • Staff believe communication with families and the community is an integral part of their jobs. 					
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Phase II: Infrastructure Building

In this phase, **collaboration** includes...

- Development of shared goals and processes that support the collaborative vision of RtI;
- Shared accountability for outcomes and an interdependence among educators, families, and the community to achieve goals; and
- Development of structures and systems that support shared goals.

Key Questions to Consider	Examples of Success	Where We're At				School-Based Evidence
		(1) Do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress here.	(4) This is well established.	
<p>Does your school support a collaborative culture in building an RtI system?</p>	<ul style="list-style-type: none"> • A vision exists for RtI at the school level that includes academics and behavior. • If a district level vision for RtI is in place, the school vision corresponds. • There is a link between a vision for RtI and other improvement initiatives. • The RtI system is built on partnerships and driven by formal and informal communication. 					
<p>Does your school create opportunities for leadership and shared decision making as part of an RtI system?</p>	<ul style="list-style-type: none"> • Leadership for building an RtI infrastructure is shared. • There is a collaborative process for making resource, staffing and scheduling decisions relative to RtI. • Professional development is designed and implemented collaboratively. 					

<p>Has your school developed a process for collaborative teaming as part of an RtI system?</p>	<ul style="list-style-type: none"> • Collaborative teams are established to discuss the individual learning needs of students. • Team members have both distinct and shared roles and responsibilities. • Teams are flexible enough to include members relative to student needs. • Opportunities for formal and informal discussions about students' needs exist. • A rich mix of data/information about student growth and learning relative to both academics and behavior is collected and shared as part of team meetings. • Families are included in the collaborative team process. 					
<p>Does your school support family and community partnerships as part an RtI system?</p>	<ul style="list-style-type: none"> • An RtI system includes multiple opportunities for family contact. • Relevant information is shared regularly with families. • Communication with families exists in a language or mode that is meaningful to them. • An RtI system includes multiple opportunities for community partnerships. 					

Phase III: Implementation

In this phase, **collaboration** includes...

- A fluid, dynamic system in place to support all students; and
- Shared accountability for outcomes and an interdependence among educators, families, and the community to sustain best practices.

Key Questions to Consider	Examples of Success	Where We're At				School-Based Evidence
		(1) Do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress here.	(4) This is well established.	
Does your school support a collaborative culture that continues to improve an RtI system?	<ul style="list-style-type: none"> • RtI is owned by every educator, in partnership with families and the community. • There is a commitment to improve the system of support for all students. • The RtI system is grounded in collaboration, and communication drives the process. • Student-centered discussions take place both formally and informally. 					
Does your school maintain and create new opportunities for shared leadership and decision making as part of an RtI system?	<ul style="list-style-type: none"> • Resource, staffing, and scheduling decisions support the RtI system. • All educators share responsibilities and roles to sustain the RtI system. 					
Does your school support a collaborative team process that continues to improve an RtI system?	<ul style="list-style-type: none"> • The collaborative team continues to refine their structured process for discussing a student's learning and growth. • Student-centered discussions can be both structured and flexible, depending on student need. • There are standard procedures in place to collect, analyze and share a rich mix of data/information. 					

<p>Do your school, family, and community partnerships support and continue to improve an RtI system?</p>	<ul style="list-style-type: none"> • Family and community members understand how an RtI system will benefit every student. • A system of fluid communication between families and the school exists in a mode that is meaningful. • The school and the community support one another's initiatives and events. • Growth and learning is celebrated with members of the school, community, and families. 					
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Section Three: Use the following section to reflect on your current phase of enacting an RtI system after discussing each element with your team. Then, as a team, identify next steps for moving forward with RtI.

Reflection on Self-Assessment and Next Steps		
	Current Phase	Next Steps
High Quality Instruction		
Continuous Review of Student Progress		
Collaboration		

Glossary:

Balanced Assessment System

A balanced assessment system includes a continuum of strategies and tools that are designed specifically for daily classroom instruction, periodic checkpoints during the year, and annual snapshots of achievement. The purpose of a balanced assessment system is to provide students, educators, and parents with a range of information about academic achievement that is helpful for determining the best practices and policies that will result in improvements to student learning.

Core Curriculum

The No Child Left Behind Act of 2001 defines "core academic subjects" as:

- English
- reading or language arts
- mathematics
- science
- foreign languages
- civics and government
- economics
- arts
- history
- geography

In addition to the NCLB definition, core curriculum is built at the local level through collaborative planning and discussion.

Differentiated Instruction

Differentiation means dynamic adjustment to content, process, and/or product to respond to students' readiness, interests, and/or learning profile.

Educator

An educator is a licensed professional teacher, administrator or pupil service staff.

Highly Qualified Educator

The educator either:

- Holds the regular license for his or her assignment; or
- Meets the following criteria while working under an emergency license or permit:
 - Holds a major or a minor in the subject(s) he or she teaches or has passed the Wisconsin Praxis II exam required for the license needed for the assignment;
 - Is enrolled in an approved program that the educator can complete in no more than 3 school years; AND
 - Is receiving high quality professional development and intense supervision and mentoring from a district while teaching.

Professional Learning Community

Professional Learning Community: A collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making.

Resources:

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

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