

# Implementation of Response to Instruction (RtI) in Alabama Self-Assessment Tool

This self-assessment tool's purpose is to assist local education agencies (LEAs) and schools wanting to determine "next steps" toward implementation of a multi-tiered **Response to Instruction (RtI)** approach for meeting the learning needs of ALL students. The tool addresses five broad indicators, along with specific sub-topics for each indicator.

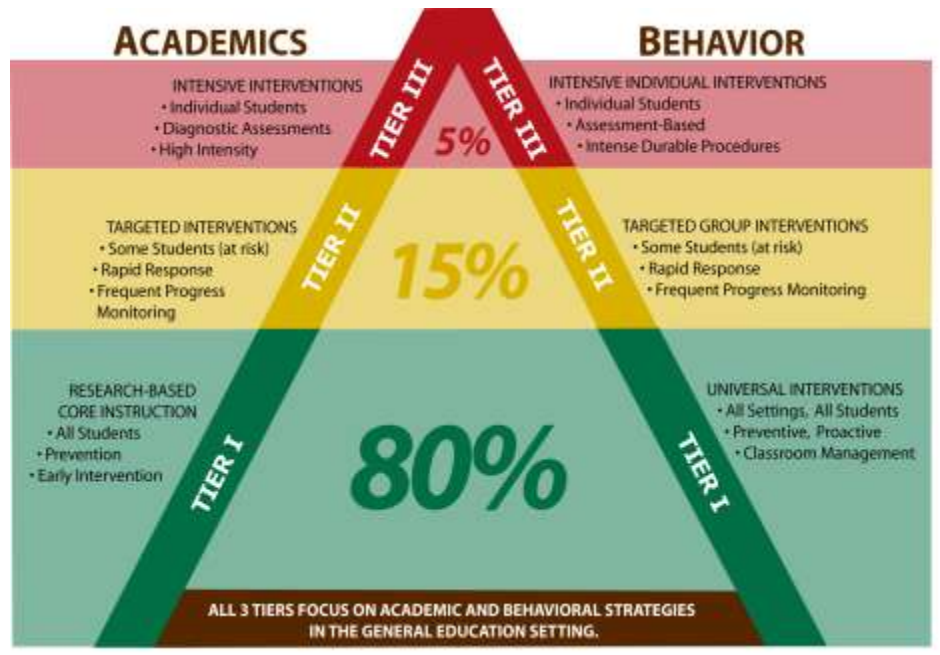
Each staff member can complete the self-assessment tool in order to formulate a school profile and/or the tool can be used to stimulate group conversations. To determine "next steps," it is important to gauge the current implementation status of each item and to determine its relative priority. A basic planning format has been provided at the end of the self-assessment process for the purpose of recording specific actions for top priority items. Implementation of the RtI process will be ongoing and should be a part of overall school improvement efforts.

**Alabama's Tiered Instructional Model...**

Alabama's instructional model has three tiers that focus on academic and behavioral strategies in the general education setting. The expectation is that K-12 general education teachers teach in a way that meets the varied needs of their students, utilizing ongoing assessments to identify students in need of additional instructional support as early as possible. LEAs and school leaders are encouraged to organize school resources so that students receive instructional support in a timely manner.

**Response to Instruction is...**  
 Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

The overarching purpose of RtI implementation is to improve educational outcomes for all students.



Priority Rating:

Level of Implementation:

Low	Medium	High	<h2 style="text-align: center;">Indicators of RtI Implementation:</h2>	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
				<b>I. EFFECTIVE STUDENT INTERVENTION/PROBLEM-SOLVING TEAM IN PLACE</b>			
			Use of problem-solving and data-driven decision-making processes at the school, classroom, and individual student levels.				
			Function as a problem-solving team to address the needs of groups or individuals				
			Shared responsibility among general educators and specific program area specialists (e.g., special education, Title, Counselors, Interventionists).				
			Focus on student outcomes vs. eligibility (team's main purpose is not special education referral).				
			Use of universal screening and prescriptive assessment for instruction.				
			Use of progress monitoring techniques.				
			Coaching and peer collaboration in place.				
			Collaboration between educators and parents.				
			<b>II. HIGH-QUALITY, STANDARDS-BASED CURRICULUM AND RESEARCH-BASED INSTRUCTION IN GENERAL EDUCATION, ESPECIALLY IN THE AREAS OF:</b>				
			Reading: Addresses five components (phonemic awareness; decoding/phonics/word recognition; fluency; vocabulary; and comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration. Teachers use a variety of prereading, reading, and after-reading strategies to support students' development as independent, strategic, and engaged readers in all content areas.				
			Writing: Provides opportunities to expand writing skills through utilization of the steps of the writing process and through a variety of writing activities and genres.				
			Math: Addresses five essential content standards (Number and Operations; Algebra; Geometry; Measurement and Data Analysis; and Probability). Integrates process standards (Problem Solving; Reasoning and Proof; Communication; Connections; and Representation) into instruction as outlined in the Principles and Standards for School Mathematics (PSSM).				
			Behavior: High standards for student behavior are collaboratively developed, clearly communicated to stakeholders, equitably applied, and expected of all students.				

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			<b>III. PRESCRIPTIVE/ONGOING ASSESSMENT PRACTICES IN PLACE</b>			
			<b>IV. LEVELS OF INTERVENTION IDENTIFIED AND RESOURCES ALLOCATED</b>			

Priority Rating:

Level of Implementation:

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Low	Medium	High	<b>Indicators of RtI Implementation:</b>			
			(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			<b>V. ONGOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT THAT ADDRESSES RELEVANT AREAS ESSENTIAL TO EFFECTIVE IMPLEMENTATION OF RtI AND IMPROVED STUDENT OUTCOMES</b>			
			School engages in long-term planning for continuous support of professional development needs for all staff members.			
			Professional development opportunities are offered that support the enhancement of leadership abilities for all certified staff members and appropriate stakeholders. (e.g., collaboration, problem-solving, and/or communication).			
			Includes follow-up (e.g., coaching, professional dialogue, peer feedback, etc.).			
			No development in this area	Area minimally addressed	Ongoing focus in this area	Extensive development in this area
			<b><i>Professional development addresses relevant areas such as:</i></b>			
			Collaborative decision-making (e.g., professional learning communities or a problem solving team).			
			Effective use of data, including that gathered through ongoing progress monitoring, in making instructional decisions.			
			Collaborative delivery of instruction/interventions.			
			Research-based instructional practices, including supporting materials and tools.			
			What constitutes "interventions" versus "accommodations and modifications."			
			Prescriptive and varied assessment techniques.			
			Progress monitoring techniques.			
			Parent engagement strategies.			

# ACTION PLAN

Date \_\_\_\_\_

Indicator or Sub-Topic	Specific Actions	Resources	Timeline	Responsible Party	Evidence of Change