

Self Assessment:
The Practices/Functions of Response to Intervention/Instruction

Rob Horner and George Sugai v2.0 2009

		Behavior Support Yes, Partial, No	Literacy Yes, Partial, No
Effective and efficient "Foundation Practices:" Universal Supports			
	Evidence-based curriculum		
	Unambiguous Instruction/ Precision Teaching		
	Adequate Intensity		
	System for positive feedback		
	System for timely error correction		
Universal Screening			
	Collect information 2-4 times per year		
	Use of data for decision-making		
Evidence-based continuum of supports			
--Early Intervention	Targeted supports for "at risk" students		
	Tertiary/ Intensive, individualized supports for students with significant needs		
Progress monitoring			
	Collection of outcome data		
	Use of data for decision-making		
Fidelity monitoring			
	Collection of fidelity data		
	Use of data for decision-making		

District Organizational Action Self-Assessment		
Feature	Criterion	Current Status Yes, Partial, No
Coherent District Policy Framework	Faculty and Staff in a district can define: -The 5 most highly valued areas of focus (outcomes) for the district. -The process by which new innovations are adopted within the district is defined (Elements of RTI Approach) -Specific district-level expectations for aligning innovations are defined.	Yes, Partial, No
Development of Evaluation Capacity for School/District use	-Universal screening system for behavior, literacy and math -Progress monitoring system for students identified as “at risk” -Reporting framework for updating the board and district admin at least twice a year -State standards	Yes, Partial, No
Recruitment and Hiring	-Require competence “innovation practices” in hiring of new personnel	Yes, Partial, No
Annual Faculty/Staff Orientation	-Build innovation content into orientation of new administrators, faculty, staff	Yes, Partial, No
Professional Development Efforts Coordinated	-School professional development plans organized around district initiatives and Rtl framework	Yes, Partial, No
Coaching	-Professional development combined with coaching support	Yes, Partial, No
Annual Faculty/Staff Evaluations	Include competence in knowledge and performance of innovations as part of annual evaluations.	Yes, Partial, No
Development of support personnel for secondary and tertiary interventions	District personnel allocation, training and investment establishes specialists in behavior support, literacy and math	Yes, Partial, No

