

RTI Configuration Map Draft 2/14/05

| | Awareness | Exploration | Implementation |
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| Data Driven Decision-Making | Student data from various sources is prioritized and shared with students, parents and educators to identify students who are and are not progressing as expected. | School community is collaboratively using student data from several sources to develop common understanding about the connection between student progress and research-based instructional and/or behavioral interventions. | Meaningful and prioritized student data is systematically shared with parents, educators and students to collaboratively plan interventions based on student strengths/challenges. Progress monitoring occurs consistently to document effectiveness of interventions. |
| Collaboration | Educators share information about students with minimal planning or structure Educators tend to communicate about students when a need arises. Individual teachers determine structures and consistency of meetings. RTI language is not used consistently in collaboration meetings. | School-wide structures for collaboration are available to support shared responsibility for student achievement. Collaboration meetings occur consistently and include analysis of student data. Roles and responsibilities are clarified using RTI language and structures. | Consistent, ongoing and structured collaboration throughout the school results in improved educational practices supported by several commonly understood data sources Teachers share responsibility for the effectiveness of interventions using the RTI structures in the school. |
| Parent Partnerships | Educators acknowledge that parents have valuable information to contribute to educational planning and decision-making. Individual teachers and/or administrators support and involve parents. | Consistent school-wide structures are developed to increase parent involvement in educational planning for individual students. Mechanism are developed to provide parents with the information needed to participate in decision making. Parent input is valued and utilized. | A variety of school-wide structures are implemented and consistently used to engage parents in collaborative dialogue about student performance and educational options. Parent partnerships are commonly valued, initiated and sustained. Parents report positive experiences with collaboration with educators. |
| Problem Solving Teams | All educators know how to access the problem solving team in their building and are developing an awareness of the difference between problem solving and referring for special education. Teachers are learning how to gather and report student data to guide decision making. | Problem solving teams establish common protocols for gathering, reporting and documenting student data. Interventions are recommended using a three tiered model with some progress monitoring being established. Follow through identifies impact of interventions. | School problem solving teams consistently use progress monitoring to determine student responsiveness to interventions. School-wide data on academics and behavior is reviewed periodically by the team to ensure that students are progressing. Interventions are aligned with student needs. |

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| Three-tiered interventions | Most educators in a school have initial information on universal, targeted and intensive interventions. Questions about practical application are evident amongst the staff. There is a common agreement that this model will support student growth and more effective use of resources. | Current school based interventions are organized using the three tiered framework. This allows dialogue that involves staff in identifying strengths and gaps in programming. There is school-wide communication about how the three-tiered RTI model will be integrated into practice with a plan for staff involvement and professional development. | All staff members are informed about how the three-tiered RTI model is integrated into problem solving structures in the school. Assessment and instructional/behavioral practices are implemented systematically at each tier with consistent progress monitoring to inform effectiveness. Impact on student learning is shared with the staff, parents and students. |
| Research-based best practice | Individual educators are familiar with the criteria for considering a practice to be research-based. Implementation of research- based practices is occurring inconsistently and with little common understanding across the building. | Specific research-based practices that are known to improve student outcomes are being investigated, agreed upon, and tried at least on a limited basis across the school community. Systems for collecting and analyzing data on their effectiveness are under way. | The entire school community is aware of the research-based practices that are being implemented with fidelity school-wide at all three tiers. Impact on student learning is systematically analyzed and shared to continue improving student performance. |