RTI CTRL: RTI Classification Tool and Resource Locator

Self- Assessment

What it is: The self-assessment tool is designed to ascertain a state's current level of RTI implementation in each of four implementation considerations and subsequently recommend the most useful and relevant resources for the state from the collection of high-quality, research-based resources currently posted on the Center on Instruction's Web site.

This tool is not a step-by-step guide to large-scale or statewide RTI implementation. For those seeking a state-level RTI blueprint or guidance about next steps in implementation, we recommend contacting your National Center on Response to Intervention liaison and asking him or her about your state's State Technical Assistance Portfolio and Capacity Building Planning Tool.

The self-assessment tool is intended to be used as a screening measure in which a few simple questions are asked in order to determine, broadly, where a state is in different aspects of implementation. This tool is not meant to provide comprehensive technical assistance — rather, it is a means of giving a state a general idea of how far along it is in different aspects of RTI implementation and recommending resources that are applicable to the state's current needs, as determined by the answers provided during the self-assessment.

Who should take it: Because the tool is tailored to RTI issues and resources at the state level and asks questions about many aspects of state-level implementation, visitors may find it helpful to complete the assessment with a colleague from your Regional Comprehensive Center (RCC) and/or state department of education.

How often it should be taken: As states' needs change or as states' RTI implementation progresses, visitors may find it beneficial to retake the assessment for the purposes of being reclassified and finding new, relevant resources. New resources are added to the database every 6 months and can be accessed through a user's bookmarked results (link provided at the end) or by retaking the self-assessment.

Using the Self-Assessment

Questions: The self-assessment consists of questions used to determine your level(s) of implementation in each of the four implementation considerations.

On the following pages we will present a series of items that refer to different aspects of RTI implementation. These items are grouped into four implementation considerations, representing aspects of implementation at the state level. For each item, select from the list the description that best matches your current role and/or interest in statewide or large-scale RTI implementation.

As you complete these items, remember that they refer to implementation at the state level. You may not personally be involved in all of the activities described, but as long as the state is engaged in the different aspects of implementation described by the questions, please indicate which activities it is currently undertaking, so that we can classify the state's level of implementation as accurately as possible.

Definitions: Each question in the self-assessment refers to large-scale or statewide implementation of RTI, often by the use of the phrase "state support of RTI implementation". We recognize that states are supporting RTI implementation in various ways. Some states have chosen to develop systems of support for districts choosing to implement RTI. Other states have adopted a more direct model, asking districts across the states to implement RTI. (If you have questions about the pros and cons of these different approaches, please contact your Regional Comprehensive Center.) As you take the self-assessment, we encourage you to reflect on RTI implementation as approached by your state department of education and select descriptions based on what support of RTI implementation means in your state.

We have tried to use the term "initial implementation sites" to refer to any sites at which implementation is being "tested" or "piloted" or any sites at which RTI is first implemented with support from the state. Similarly, "potential implementation sites" refers to sites to which implementation will likely spread, usually as part of a (formal or informal) scaling up process.

Results: After you submit your answers, you will be taken to a page with your results. Here you will find your level(s) of implementation in each of the implementation considerations, and a list of selected resources that match your level of implementation in each of the four implementation considerations. You will be able to bookmark this page and download your responses to the Self-Assessment there.

Advanced Implementation: State-level implementation of RTI is a relatively recent initiative in many states, meaning the highest levels of implementation are sparse both in practice and in resources. Therefore, we may not be able to recommend resources that match some states' level of implementation. However, RTI CTRL is a dynamic tool that will continue to evolve as RTI evolves, and we will post resources for higher levels of implementation as they become available. We encourage you to take the self-assessment periodically to gauge your growth and to access new resources.

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Self-Assessment

The items and activities described in the self-assessment are neither comprehensive nor exclusive. They are also not linear. Items and activities may overlap, and the activities may not have been implemented in the order that the items depict. In fact, the specific activities described here may not be undertaken by the state at all, but may be similar to current activities in the state. If this is the case, please pick the description that most closely matches current activities at the state level. Selecting one descriptor does not indicate that the state has thoroughly completed all preceding activities within an item, and being classified into a particular level of implementation does not indicate that a state has completely progressed out of all preceding levels of implementation.

Please answer each question by selecting the description that **best** fits your state. If none of the descriptions for an item reflect activities in which the state is engaged, or if the state is not considering that aspect of implementation, please select the first choice (choosing a "1" in this situation helps us to more accurately estimate your level of implementation).

> *Some descriptions adapted from National Center on Response to Intervention. (2008).* State Technical Assistance Portfolio: Capacity Building Planning Tool.

Defining Response to Intervention (RTI) and Aligning with Existing State Initiatives

D1. To what extent has your state *developed its vision and goals* for state support of RTI implementation?
   1. We are developing a vision and goals (e.g., breadth of implementation, target population) for state support of RTI implementation
   2. We are refining the vision and goals for state support of RTI implementation
   3. We are disseminating the vision and goals to stakeholders and others in the state
   4. We are ensuring that the vision and goals reflect sustainability of state support of RTI implementation
   5. We are ensuring the effectiveness of processes for ongoing review, revision, and communication of vision with key stakeholders, or
      We are refining these processes to reflect identified innovations
   6. We are continuing to review, revise, and communicate the vision with key stakeholders

D2. To what extent has your state *communicated its vision and goals* for state support of RTI implementation?
   1. We are investigating strategies for communicating the state's vision and goals (e.g., disseminating the state's RTI guidance) for RTI implementation
   2. We are drafting an RTI guidance document that outlines implementation at multiple levels
   3. We are disseminating guidance and other information about the state's RTI vision and goals to potential implementation sites
   4. We are establishing a statewide system for communicating vision and changes in vision, including desired outcomes and future plans, to key stakeholders
   5. We are ensuring the effectiveness of the statewide system for communicating vision, changes in vision, desired outcomes, and future plans, to key stakeholders
   6. We are conducting ongoing communication about the vision with stakeholders

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D3. To what extent has your *state put its vision and goals for state support of RTI implementation into effect*?

1. We are reviewing the literature and existing initiatives to define the state's vision and goals for implementing and evaluating RTI at initial implementation sites
2. We are defining the state's purpose for implementing and evaluating RTI at initial implementation sites, including how data will be used
3. We are refining the vision and guidance document as necessary based on initial implementation evaluation
4. We are disseminating guidance about the state's vision and goals for full RTI implementation
5. We are refining the vision and guidance, as necessary, based on effective or desired innovations at current implementation sites
6. We are developing or establishing procedures for ongoing revision of guidance to ensure its continued relevance and sustained implementation of RTI

D4. To what extent has your state *monitored or evaluated* RTI implementation within the state?

1. We are identifying expected outcomes of RTI implementation at multiple levels, such as at the child, teacher, school, district, and program (e.g., special/general education, English language learners) level
2. We are assessing existing RTI activities in the state (e.g., school or district implementation of RTI or RTI components, descriptions of current models, professional development related to RTI)
3. We are developing an evaluation plan (including fidelity of implementation, effectiveness at sampled sites, and fidelity of professional development) for the full implementation of RTI
4. We are implementing and revising the evaluation plan, including at initial implementation sites
5. We are using evaluation data to determine current and future needs (e.g., professional development, resources, funding, and national and local technical assistance) at potential implementation sites
6. We are using and revising the evaluation plan

D5. To what extent has your state used RTI as a model for *overall school improvement*?

1. We are identifying our needs related to using RTI for overall school improvement for all students, or
   We are identifying our needs related to using RTI in LD identification and special education eligibility
2. We are defining the role that RTI will play in school improvement, or
   We are defining the role of RTI in the identification and eligibility process
3. We are implementing a reporting or approval process for schools and districts to use RTI as a model for school improvement, or
   We are implementing a reporting or approval process for schools and districts to use RTI in LD determination

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4. We are refining the reporting or approval process for schools and districts to use RTI as a model for school improvement, or
    We are refining the reporting or approval process for schools and districts to use RTI in LD determination
5. We are identifying and implementing desirable modifications to the reporting or approval process for schools and districts to use RTI as a model for school improvement, or
    We are identifying and implementing desirable modifications to the reporting or approval process for schools and districts to use RTI in LD determination
6. We are using and revising the reporting or approval process for schools and districts using RTI as a model for school improvement, or
    We are using the revising the reporting or approval process for schools and districts using RTI in LD determination

Leadership

L1. To what extent has your state established *leadership team membership and procedures* for state support of RTI?
1. We are identifying RTI leadership team members who have access to and authority over relevant program areas, or
    We are scheduling or planning regular internal meetings, or
    We are developing or implementing administrative management procedures (i.e., for selecting team leadership, recording and sharing minutes, addressing member turnover, and ensuring interim task completion) to support team activities and productivity
2. We are holding regular internal meetings
3. We are developing a procedural manual or action plan for the RTI implementation leadership team
4. We are using evaluation data to revise the procedural manual or action plan
5. We are evaluating our progress toward meeting goals and identifying potentially effective innovations in the team's operation and procedures, or
    We are improving the team's operation and procedures through the use of desired innovations
6. We are providing necessary and ongoing state-level support for statewide RTI implementation

L2. To what extent has your state's leadership team developed a *plan for state support of RTI*?
1. We are identifying stakeholders at all levels who would be impacted by state support of RTI
2. We are determining stakeholders' needs with respect to RTI implementation or scale-up
3. We are developing a scale-up plan based on findings from initial evaluation, technical assistance support, and research evidence
4. We are overseeing implementation of a scale-up plan and monitoring activities in relation to it
5. We are refining the implementation plan to reflect identified desirable innovative practices
6. We are developing or implementing a plan to ensure sustainability of the state's support for RTI (e.g., identifying departments, individuals, and tasks responsible for ongoing professional development, evaluation, and monitoring)

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L3. To what extent has your state's leadership team *assessed the needs of personnel* carrying out the state's RTI implementation plan?
1. We are identifying the need for state support of RTI based on current data and implications for existing systems and policies, or
   We are assessing the fit between RTI and state and local needs and evaluating whether the state should implement a statewide system of support for RTI
2. We are developing, reviewing, or revising the state team's draft procedural manual or action plan
3. We are carrying out the state team's revised action plan and collecting data to determine needs (e.g., professional development, resources, funding, national and local technical assistance) at potential implementation sites
4. We are using evaluation data to determine the needs (e.g., professional development, resources, funding, and national and local technical assistance) of potential implementation sites
5. We are assessing the effectiveness of innovations and making recommendations (e.g., for changing model, vision, goals, etc.)
6. We are periodically assessing the needs (e.g., professional development, resources, funding, and national and local technical assistance) of all implementation sites to ensure sustainability

L4. To what extent has your state's leadership team *scaled up RTI implementation*?
1. We are evaluating existing student outcome data to identify strengths and weaknesses of implementation sites' RTI model, partnerships to leverage, and potential barriers and challenges
2. We are evaluating state readiness to scale up RTI, using results from the needs assessment, feedback from professional development trainings, and analyses of other available data
3. We are developing a scale-up plan based on findings from initial evaluation, technical assistance support, and research evidence, or
   We are assessing the readiness (e.g., attitudes/beliefs, barriers/challenges, leadership, resources, staff preparation) of multilevel stakeholders to scale up RTI implementation
4. We are providing guidance and resources to stakeholders in scaling up RTI implementation as outlined in the scale-up plan
5. We are investigating and evaluating the effectiveness and feasibility of innovations used in scaling up implementation
6. We are allocating new resources for sustainable implementation

L5. To what extent has your state's leadership team *developed a plan for measuring fidelity* of RTI implementation within the state?
1. We are developing the RTI conceptual model or framework (e.g., key components, number of tiers), or
   We are exploring procedures for measuring fidelity while developing the RTI conceptual model or framework
2. We are developing procedures for evaluating the fidelity of implementation and monitoring effectiveness at initial implementation sites

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3. We are evaluating the fidelity of implementation and monitoring effectiveness at initial implementation sites
4. We are evaluating the fidelity of implementation of the scale-up implementation process (e.g., professional development, scale-up plan, communicating vision, leadership team activities, evaluation plan)
5. We are implementing and revising the evaluation plan (which includes fidelity of implementation, effectiveness at sampled sites, and fidelity of professional development)
6. We are monitoring fidelity data to allocate "booster" training or identify potential needs for modifying implementation or using innovations

Capacity Building

C1. To what extent is your state supporting the preparation of personnel for *new roles and responsibilities* related to state implementation of RTI?
1. We are defining roles, expected contributions, and responsibilities of leadership team members and their agencies with regard to state support of RTI implementation
2. We are determining leadership team needs with respect to potentially new roles, contributions, and responsibilities related to state support of RTI implementation, or We are providing necessary training to leadership team members and agencies to equip them to fill new roles, make expected contributions, and assume responsibilities associated with state support of RTI implementation
3. We are defining all stakeholder and agency roles and responsibilities in relation to initial implementation and evaluation activities
4. We are defining stakeholder and agency roles and responsibilities in relation to scale-up activities, or We are planning for the transfer or retention of roles, contributions, and responsibilities associated with state support of RTI implementation in the event of personnel turnover
5. We are identifying or using desired innovations in redefining stakeholder and agency roles, expected contributions, and responsibilities in state support of RTI implementation
6. We are developing and using procedures for ongoing training and communication to ensure sustained fulfillment of roles, expected contributions, and responsibilities associated with state support of RTI implementation

C2. To what extent has your state *built consensus* for state support of RTI implementation?
1. We are gathering stakeholder input about state support of RTI, or We are disseminating RTI research findings and the expected outcomes of a statewide system of support for RTI implementation to key stakeholders, or We are determining the need and desire for supporting the implementation of RTI
2. We are evaluating the level of consensus on the state vision, expected outcomes, implementation goals, and RTI conceptual model among leadership team members and other key stakeholders and making changes or providing training as needed
3. We are evaluating readiness (e.g., buy-in, preparedness) of target populations (i.e., potential implementation sites) for state assistance with scaling-up RTI and revising scale-up plans and implementation timelines accordingly

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4. We are providing information and training to all stakeholders to build consensus for full implementation at all sites
5. We are assessing the effectiveness of or using consensus-building innovations at current implementation sites
6. We are developing a system of periodic training or showcasing implementation successes to sustain consensus throughout the state

C3. To what extent is your state identifying and utilizing _resources_ for state support of RTI implementation?
1. We are beginning to collect and analyze existing student outcome data to identify strengths and weaknesses of the existing core curriculum, partnerships to leverage, and potential barriers and challenges
2. We are identifying potential resources (including funds) for initial implementation and a statewide system of support for scaling-up the state's RTI vision
3. We are using and disseminating information about available resources for RTI implementation to initial and potential implementation sites
4. We are identifying resources (e.g., state Web site, communities of practice, or annual meeting) for sustaining and transferring expertise to ensure that the state has a mechanism for staying up-to-date with evidence-based RTI practice
5. We are ensuring the availability of resources (e.g., state Web site, community of practice, or annual meeting) for sustaining and transferring expertise to ensure that the state has a mechanism for staying up-to-date with evidence-based RTI practice
6. We are allocating existing resources to allow for sustainable implementation

C4. To what extent is your state identifying and utilizing _technical assistance resources_ for state support of RTI?
1. We are investigating potential resources for RTI technical assistance, including school-based personnel, regional training centers, and institutions of higher education
2. We are identifying and assessing current RTI technical assistance resources, including school-based personnel, regional training centers, and institutions of higher education
3. We are using RTI technical assistance resources, including school-based personnel, regional training centers, and institutions of higher education, or
    We are developing plans for the continued use of technical assistance resources, including school-based personnel, regional training centers, and institutions of higher education
4. We are using current technical assistance resources to scale up RTI implementation, or
    We are investigating potential technical assistance resources for scaling up implementation, including school-based personnel, regional training centers, and institutions of higher education
5. We are evaluating current technical assistance needs and revising plans to meet those needs, or
    We are assessing and identifying current RTI technical assistance innovations
6. We are developing procedures to review current and identify new RTI technical assistance resources to ensure sustained implementation

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C5. To what extent is your state supporting professional development and technical assistance for personnel assisting with *large-scale RTI implementation*?

1. We are initiating training for the leadership team in scaling up procedures, using evidence-based RTI tools and practices, and other identified needs
2. We are providing leadership team members with ongoing training in scaling up procedures, using evidence-based RTI tools and practices, and other identified needs
3. We are providing professional development and ongoing support at multiple levels (e.g., administrators, teachers, support personnel, parents) for full RTI implementation at initial implementation sites
4. We are providing professional development and ongoing support at multiple levels (e.g., administrators, teachers, support personnel, parents) for full RTI implementation at current and potential (future) implementation sites
5. We are using feedback to determine the effectiveness of professional development innovations
6. We are continually assessing target population, technical assistance, professional development, and additional resource needs

C6. To what extent is your state supporting professional development and technical assistance for personnel assisting with *scaling-up RTI implementation* across the state?

1. We are providing general professional development for statewide stakeholders (e.g., awareness trainings for administrators) on "What is RTI?" and the need for RTI
2. We are drafting initial professional development plans for scaling up RTI, including plans for training in-state RTI coaches and end-users and providing ongoing professional development
3. We are revising and refining the professional development plan for statewide scale-up
4. We are implementing professional development as outlined in the statewide scale-up plan and ensuring that ongoing professional development needs are identified and addressed
5. We are revising professional development to include innovative strategies that sustain RTI use and that lead to implementation of evidence-based practices
6. We are ensuring that ongoing professional development sustains RTI use, leads to implementation of evidence-based practices, and identifies potential innovations

Instructional Aspects of Implementation

I1. To what extent is your state *providing guidance* on RTI implementation at the school level?

1. We are reviewing the RTI literature to determine which evidence-based practices and components are most appropriate for RTI implementation in our state, or
We are evaluating findings from the literature review and beginning to identify key instructional components that are most appropriate for RTI implementation in our state, or
We are developing our RTI model or framework (e.g., specific key components, number of tiers)
2. We are refining the RTI conceptual model or framework (e.g., specific key components, number of tiers)
3. We are assessing baseline data from initial implementation sites (e.g., student achievement, current practices, teacher attitudes)

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4. We are refining the implementation plan or RTI conceptual model or framework based on data from initial implementation sites, or
    We are providing guidance and support for scaling up to full implementation at initial implementation sites
5. We are identifying desirable and undesirable innovations
6. We are providing guidance and support to all implementation sites in accordance with the scale-up plan to ensure sustained implementation

I2. To what extent is your state *identifying implementation sites*?
1. We are deciding whether pilot sites, demonstration sites, or model sites will be used for initial implementation
2. We are identifying potential initial implementation sites, which may involve developing selection criteria, application processes, or calls for volunteer sites
3. We are implementing the RTI plan at initial implementation sites
4. We are identifying current and future sites for full implementation of RTI, as indicated in the scale-up plan (e.g., year-one sites, certain districts or regions, all Reading First schools, schools with low achievement)
5. We are using feedback and data to identify desirable innovations in selecting implementation sites (e.g., revising application forms or needs assessments based on feedback and data)
6. We are developing and implementing procedures for sustaining site-identification mechanisms

I3. To what extent is your state *rolling out RTI at implementation sites*?
1. We are deciding whether pilot sites, demonstration sites, or model sites will be used for initial implementation
2. We are developing plans for initial implementation sites, including resources and supports, professional development, technical assistance, multiagency partnerships, and evaluation procedures, or
    We are beginning to provide targeted professional development on RTI vision, conceptual model, and RTI components to identified sites
3. We are ensuring that supports and resources (e.g., professional development and funding) are adequate for initial implementation at identified sites
4. We are ensuring that supports and resources (e.g., professional development and funding) are adequate for scaling up to full implementation at identified sites
5. We are using fidelity data to determine the effectiveness of innovations
6. We are providing supports and resources (e.g., professional development and funding) to ensure sustained implementation, or
    We are disseminating information about useful innovations to current implementers

I4. To what extent is your state integrating the use of *trainers and coaches* into support for instructional aspects of RTI?
1. We are identifying the need for trainers and coaches for RTI implementation at the district and school levels
2. We are identifying potential trainers and coaches for assorted RTI topics (e.g., assessment, intervention, leadership)

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3. We are ensuring that trainers and coaches are prepared to conduct training and support in all components (e.g., assessment, interventions, teaming, leadership) of RTI implementation
4. We are ensuring that RTI trainers and coaches are supporting all components (e.g., assessment, interventions, teaming, leadership) of RTI implementation
5. We are using feedback to determine the effectiveness of training and coaching innovations
6. We are continually assessing target population, technical assistance, professional development, and additional resource needs, or
   We are offering trainings for trainers

I5. To what extent is your state providing guidance to districts and schools on *effective instruction, interventions, and student data collection*?
1. We are identifying needs for guidance in developing or selecting instructional programs for general (core or Tier I) instruction, interventions, and assessments
2. We are preparing guidance on (or determining how to address district and school questions about) developing or selecting instructional programs for general (core or Tier I) instruction, interventions, and assessments
3. We are disseminating guidance to initial implementation sites
4. We are disseminating guidance to all potential implementation sites
5. We are using feedback from initial implementation sites to determine the effectiveness of guidance
6. We are disseminating guidance to new implementation sites, or
   We are reviewing guidance to maintain its accuracy and relevance

I6. To what extent is your state developing and using a *statewide data-management system*?
1. We are identifying the need for recommending or developing a single statewide data-management system
2. We are developing guidance for using an existing data-management system (e.g., AIMSweb), or
   We are drafting a technical manual for using a state-developed data-management system within an RTI framework
3. We are disseminating guidance on data management to initial implementation sites, or
   We are training relevant personnel at initial implementation sites in the use of a recommended data-management system
4. We are disseminating guidance on data management to potential implementation sites, or
   We are training relevant personnel at potential implementation sites in the use of a recommended data-management system
5. We are using feedback to determine the effectiveness of innovative data management practices
6. We are disseminating guidance on data management to new implementation sites, or
   We are reviewing such guidance to maintain its accuracy and relevance

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