

# COLORADO SPRINGS SCHOOL DISTRICT 11

## RESPONSE TO INTERVENTION PRINCIPAL REFLECTIVE SELF-ASSESSMENT

<b>TEAM FUNCTIONING</b>	<b>BEGINNING</b>			<b>EMBEDDING</b>			<b>SUSTAINING</b>		
	No Action Has Been Taken	Efforts Are Limited	Results Are Being Gained	Efforts and Results Are Being Enhanced			Practices Are Widespread, Policies Are in Place, and Results Are Increasing		
	1	2	3	4	5	6	7	8	9
The principal demonstrates an understanding of the RtI process and leads the building RtI implementation									
The principal has created the understanding that PST is a building-wide process, not a SpEd process									
The Principal understands and leads the staff to understand all three tiers of the RtI process and the responsibilities of the staff at each tier									
The principal understands and guides the staff to recognize that RtI is a way of doing business, not a program or a place to send kids									
The principal has established a functioning RtI problem-solving team (PST) in the building									
Evidence shows the team consists of a diverse group of educators who understand the RtI process and can address Intervention needs of students at all 3 tiers, with fidelity									
Evidence in the form of schedules and team minutes show that the team meets once a week at a regularly scheduled time									
The principal can show that the PST has established, written processes to address student needs with fidelity and to determine tiers of intervention for students									
Evidence shows and interviews confirm that all staff in the building know how to access the RtI problem-solving team									
The principal can demonstrate that progress monitoring is a regular part of the RtI process for students at all three tiers									

**RtI PRINCIPAL REFLECTIVE SELF-ASSESSMENT**

The principal monitors the numbers of students involved in each tier of the RtI process on a regular basis									
The principals takes affirmative actions when one tier of the process becomes overloaded									
Evidence shows that parents are active participants in the PST process									
Evidence shows that the principal monitors the Intervention Plans developed by the PST to insure fidelity of treatment and regular follow-up									

# RtI PRINCIPAL REFLECTIVE SELF-ASSESSMENT

USE OF DATA	BEGINNING			EMBEDDING			SUSTAINING		
	No Action Has Been Taken	Efforts Are Limited	Results Are Being Gained	Efforts and Results Are Being Enhanced			Practices Are Widespread, Policies Are in Place, and Results Are Increasing		
	1	2	3	4	5	6	7	8	9
The principal understands how to analyze and use data to make instructional decisions and demonstrates the use of data for staff									
The principal provides professional development for staff to help them learn how to analyze and use data to make instructional decisions									
The principal acts as an advocate to insure staff has access to appropriate data									
Use of data is readily apparent in all decisions and discussions with the principal and staff									
The principal insures that the PST consistently uses data for various decisions: screening, placement, movement between tiers, progress monitoring, and changes in instruction									
Principal monitors the actions of the PST to assure the PST collects valid and reliable data at appropriate intervals based on individual student needs									
Principal monitors the actions of the PST to insure the team is functioning with fidelity and uses the appropriate data systems									
Principal assures that data systems are accessible by all team members									

# RtI PRINCIPAL REFLECTIVE SELF-ASSESSMENT

RESEARCH-BASED INTERVENTIONS	BEGINNING			EMBEDDING			SUSTAINING		
	No Action Has Been Taken	Efforts Are Limited	Results Are Being Gained	Efforts and Results Are Being Enhanced			Practices Are Widespread, Policies Are in Place, and Results Are Increasing		
	1	2	3	4	5	6	7	8	9
The principal, team members, and building teachers demonstrate an understanding of sponsored research, action research, anecdotal research versus scientifically valid research									
The principal expects and facilitates opportunities for teachers to receive professional development on scientifically valid research-based instructional practices and interventions									
Principals hold teachers accountable for using research-based instructional practices and interventions									
The principal and teachers can articulate how to determine if a strategy or intervention is scientifically research-based									
Principal insure that teachers receive in-classroom modeling and coaching on effective use of research-based interventions									

# RtI PRINCIPAL REFLECTIVE SELF-ASSESSMENT

PARENT INVOLVEMENT	BEGINNING			EMBEDDING			SUSTAINING		
	No Action Has Been Taken	Efforts Are Limited	Results Are Being Gained	Efforts and Results Are Being Enhanced			Practices Are Widespread, Policies Are in Place, and Results Are Increasing		
	1	2	3	4	5	6	7	8	9
Evidence exists that the principal has regularly informed parents about the RtI model, PST, scientifically based instruction and interpretation of data									
The principal insures that parents are actively included in the RtI problem-solving team from the first evidence of concern									
Evidence shows that parents are invited to and encouraged to participate in the RtI problem-solving team meetings									
The principal requires that the PST requests and uses parent feedback and evaluation to help improve the process									
The principal makes certain that the PST provide parents with a copy of the RtI Intervention plan for their student									
The principal regularly monitors the parental communication process and makes certain that parents receive regular feedback on student progress									