

School District 11 RtI Fidelity Checklist

Division of Instruction Operations

School Name _____

TEAM FUNCTIONING		Date:			
		Not evident	Emerging	Progressing	In Place
An RtI problem-solving team exist in the building.	1				
The team has an established, clear procedure for responding promptly to teachers and parents.	2				
The team consists of a diverse group of professionals (e.g., classroom teachers, LRT's, counselors, administrators, school psychologist and/or school social worker, special education teachers, etc.)	3				
The team has a effective communication system between members of the team which includes procedures for all team members to review referrals & all relevant information prior to the initial RtI Problem-Solving team meeting on the student.	4				
The RtI problem-solving team concentrates on solutions for the student rather than referral to special education.	5				
There are agreed upon, written decision guidelines for determining tiers of intervention for students.	6				
Members of the team demonstrate the use of steps in a problem-solving process.	7				
There is effective facilitation/leadership at each team meeting	8				
RESEARCH – BASED PRACTICES		Date:			
		Not evident	Emerging	Progressing	In Place
Team members demonstrate knowledge of the criteria used for considering a practice to be research-based.	9				
Teachers use data to make instructional decisions.	10				
Teachers graph the data collected on interventions used in the classroom.	11				
Teachers work together in teams and/or grade level planning to modify & alter instruction for students based on data.	12				

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PARENT INVOLVEMENT		Date:			
		Not evident	Emerging	Progressing	In Place
Parents are included in the RtI problem-solving team from the first evidence of concern.	13				
Parents are encouraged by team members to be active participants in team meetings and the problem-solving process.	14				
Parents are provided with a copy of the RtI Intervention Plan for their student.	15				
Parents receive regular feedback on student progress.	16				
USE OF DATA		Date:			
		Not evident	Emerging	Progressing	In Place
The team uses data for various decisions: screening, placement, movement between tiers, progress monitoring, changes in instruction.	17				
The team analyzes data using a specific process.	18				
The team graphs and charts data.	19				
The team has data available at the RTI problem solving meetings.	20				
There are agreed upon written criteria to determine if progress is being made.	21				
FOR EXEMPLARS ONLY - SYSTEMS CHANGE		Date:			
		Not evident	Emerging	Progressing	In Place
The team examines the outcomes with respect to how decisions are made, how team members interact, efficiency, teacher & parent satisfaction.	22				
Teachers receive in-classroom modeling & coaching to support changes in instructional practices.	23				
Teachers have developed automaticity in using an array of research-based instructional strategies.	24				
Parent feedback and evaluation is requested to help improve team functioning.	25				
The data collection systems are efficient and useable by all team members.	26				