

school/district/agency: _____ **date:** _____

Priority Rating			Self-Assessment: Implementation of Rtl & Determination of SLD	Implementation Level		
Low	Medium	High	Key Areas & Indicators Essential to Implementation	(1) Awareness	(2) Exploration	(3) Implemen- tation
			Problem-Solving Process			
			Established problem-solving teams include: diverse representation across general and special education; parents; and students, if appropriate.			
			Parents/families are partners in the process from the beginning.			
			Problem-solving team members have defined roles (for example: facilitator, time keeper, recorder)			
			Data is used to guide instructional decision-making process for groups and individuals.			
			Problem-solving steps (define problem, analyze problem, develop and implement plan, evaluate response to intervention) are implemented across the tiers.			
			Consultation/mentoring is provided to support plan implementation and ensure fidelity of implementation.			
			Curriculum, Instruction & Intervention			
			High quality, research-based curricula and instructional strategies support effective instruction for all students.			
			Flexible grouping and differentiation address specific needs of students.			
			A tiered system of research-based instructional interventions is established.			
			Staff have the expertise/training to provide interventions with fidelity.			
			Allocation of staff for the provision of interventions is flexible across educational roles in response to availability and expertise.			
			Intervention plans include frequency, intensity, and duration of intervention, as well as progress monitoring tools and timelines.			
			Interventions are evaluated for fidelity of implementation.			
			Assessment/Progress Monitoring			
			Universal screening systems are in place to assess strengths and challenges of all students.			
			Structured grade-level or content-area data dialogues inform instructional decisions.			
			Grade-level benchmarks are established and assessed at designated intervals.			
			Progress monitoring tools are utilized across tiers to evaluate response to instruction/intervention.			
			Targeted, diagnostic/prescriptive assessments are utilized when needed to select or develop effective interventions.			
			Changes to interventions (e.g., time, intensity, or alternate interventions) are made in response to assessment and progress monitoring data.			
			Effective data management systems are in place.			

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Low	Medium	High		(1) Awareness	(2) Exploration	(3) Implemen- tation
			Parent/Family Involvement			
			Information on district or AU RtI framework and problem-solving process is widely disseminated to families.			
			Parents and educators collaborate to improve student outcomes.			
			Parents are included as equal members on problem-solving teams.			
			Students are included as members of problem-solving teams, as appropriate.			
			Parents participate in the implementation of intervention plans.			
			Parents receive regular progress monitoring results.			
			SLD Eligibility Determination			
			All key school personnel are knowledgeable of the SLD criteria and identification process as addressed in the <i>Guidelines for Identifying Students with Specific Learning Disabilities</i> .			
			Problem-solving teams use data to make appropriate special education referrals.			
			Multidisciplinary (eligibility) teams are established that include required membership.			
			At the time of referral, existing data are reviewed by multidisciplinary teams in the context of SLD eligibility criteria and other determination requirements.			
			Focused evaluation plans are developed that address additional data/assessment, if any, needed for individual students in order to determine SLD, make special education eligibility decisions, and identify all of the child's special education and related services needs (whether or not commonly linked to SLD).			
			The evaluation plan is implemented and a summary document of findings (evaluation report) completed by the team.			
			Eligibility determination is made based on the Colorado SLD criteria and other required determinations/considerations (i.e., exclusionary factors, lack of appropriate instruction, and the need for special education).			
			IEPs are developed that include appropriate, measurable goals based on response-to-intervention data and other assessments.			

Note: This self-assessment tool addresses only the components of RtI that are directly linked to the SLD identification process. More comprehensive tools for assisting in the implementation of Response to Intervention may be found at <http://www.cde.state.co.us/RtI/>.