RtI for Literacy: Tier 3 Checklist

SAU - School_____ **Date:** _____

INSTRUCTIONS: The Tier 3 Team should collaboratively complete this checklist at two checkpoints during the first (development) school year and annually thereafter to monitor activities for implementation of RtI for Literacy: Tier 3.

Tier 3 Team Members (and Roles):

_____

_____

_____

TASKS I - In place P - Partially in place N - Not in place	STATUS: I, P, N
MONITOR TIER 1, 2, & INFRASTRUCTURE There is a school leadership team or literacy team who agree that Tiers 1 & 2 are in place and are implemented consistently by teachers and staff. • 80% of items on the Literacy Universal Team Checklist (LUnTCh) (including administrator involvement, staff vote, universal screening, protected instruction time, and fidelity measures)and on the Tier 2 checklist are in-place • 75% on PET-R	
An action plan for continuous improvement of Tiers 1 & 2 (based on student outcome and fidelity of implementation data) is in place.	
80% of the student population is meeting or exceeding literacy expectations (standards) in response to Tier 1. (If not, continue to focus resources on improving Tier 1.)	
Students receiving a Tier 2 & 3 strategies and supports do so in addition to Tier 1 instruction and DI.	
A knowledgeable and skilled coach with expertise in literacy content is identified to provide coaching to teachers and staff, and has time identified in his/her schedule to do so.	
The function of a knowledgeable and skilled facilitator, with expertise in RtI, managing change/changing systems, and team collaboration (including facilitating meetings, as well as training in content, evaluation, and data-based decision making) has been identified to facilitate the team process, facilitate effective and efficient meetings, and provide support for continuous improvement of RtI, and has time in his/her schedule to do so.	

© 2010 Version 1.0
Adapted by McSheehan, Spadorcia, and McNulty-Night
Institute on Disability, University of New Hampshire

NH RESPONDS

COMMUNICATION, CONSENSUS, and COMMITTMENT There is a school/district shared vision statement for Tier 3 including the desired outcomes for a Tier 3 system of intensive intervention and supports that aims to close the achievement gap for struggling readers.	
A knowledgeable and skilled Tier 3 Team (or comparable structure) exists which assumes ownership and oversight for design, implementation (including consensus, infrastructure, and stages of implementation) and sustainability of Tier 3.	
Tier 3 Team(s) is representative of key stakeholders (general ed, special ed, title 1, etc.) and coaches (RTI, Behavior, Literacy, etc).	
There is crossover membership and/or communication to integrate the status of Tier 3 (design features, students enrolled, efficacy, etc.) with other literacy initiatives, the Tier 1 & 2 teams, and the school-wide RtI system.	
The Tier 3 team has an explicit communication strategy in place to coordinate with district/SAU Tier 3 efforts and works toward consensus with a consistent district-wide approach.	
Team members create a mission statement and can articulate the mission to others.	
A Tier 3 Team (or comparable structure) uses effective group process and monitors that process by completing the Collaborative Team Checklist.	
A Tier 3 Team (or comparable structure) understands the process and importance of building consensus and uses consensus building strategies to gain commitment of stakeholders to the Tier 3 system.	
Criteria for differentially determining which students might benefit from Tier 3 supports (using multiple data sources) have been made with staff input, staff commitment, and administrative approval.	
All school staff have been trained in and know the process for requesting Tier 3 support for students.	

NH RESPONDS

2

IDENTIFY and ADOPT a FULL COMPLEMENT of INTENSIVE INTERVENTIONS Complete an audit of currently available interventions. Review the relevant evidence-base, efficacy, and local fit for each and decide to keep or replace each.	3
Conduct a discrepancy analysis of currently available Intensive Interventions relative to the components of evidence-based practices (phonics, phonemic awareness, vocabulary, comprehension, fluency; Whole-to-Part Model including word identification, language comprehension, and print processing)	
School identifies Tier 3 strategies that are consistent with Tier 1 curriculum philosophy and adopts a full complement of evidence-based literacy interventions. This is reviewed and updated annually.	
Each Tier 3 strategy includes orientation material and procedures for the staff and families.	
IDENTIFY and ADOPT a FULL COMPLEMENT of DIAGNOSTIC ASSESSMENTS Diagnostic assessment tools have been selected that allow decisions to be made to pinpoint interventions.	
Team is clear on purposes for assessment at various points in the assessment process: screening, progress monitoring, and diagnostic.	
Diagnostic assessment tools allow a complete instructional profile to be created: word identification (automaticity, phonics and phonemic awareness), language comprehension (vocabulary and genre knowledge), print processing & fluency.	
Members of the team are clear on when to use diagnostic assessment tools within the decision making process.	
IDENTIFY and MATCH STUDENTS WITH INSTRUCTION, INTERVENTIONS, SUPPORTS, AND TEXT There are documented decision-rules for which students access Tier 3 strategies and the process is implemented consistently. (This includes the identified criteria from the screening results e.g., what scores and/or other data will trigger teacher to consider student for Tier 3; what scores or other data suggest student continues at Tier 2 or 1 with differentiation).	

NH RESPONDS

Students are matched with interventions, supports, and texts within the first 4-6weeks of school.	
Multiple sources of data (diagnostics + screening + historical assessments + teacher observation and conferencing notes, etc.) are used to identify specific areas of need and determine plan for the student's entire day.	
The plan for the student's entire day addresses: general accommodations and supports for participating in the social and academic aspects of the general education classroom, specific supports for participating in literacy Tier 1 and 2 , reader/text matching, as well as participation in the intensive interventions.	
As students are matched to intensive interventions, the plans include the time (minutes per day, per week), place, and teacher as well as a process for monitoring fidelity of implementation.	
Intensive interventions are delivered in groups with no more than 3 students assigned to any one group.	
IDENTIFY, MATCH, TRAIN, and COACH EXPERT SI & TI PROVIDERS Identify and match a sufficient amount of providers to intensive interventions based on expertise.	
Train intensive intervention providers to fidelity and provide them with ongoing coaching to ensure competency.	
Fidelity of implementation in intensive interventions is monitored (via self-assessment and coaching).	
Intensive intervention providers not implementing to an agreed upon level of fidelity are given targeted and individualized professional development – including coaching.	
PROGRESS MONITOR TIER 3 FOR LITERACY Documented decision rules are used for determining to continue, switch, or discontinue Tier 3 strategies.	
Progress monitoring tools are matched to intervention provided, for example progress in a comprehension intervention is monitored with a comprehension assessment tool.	

NH RESPONDS

Intensive interventions providers are trained to fidelity to use progress monitoring tools and strategies.	
Progress monitoring is scheduled and conducted (4x/month).	
Progress monitoring data are plotted against an aim line and results are shared with student (as appropriate) at each assessment.	
Progress monitoring data are entered into the appropriate data-management system.	
Regular (weekly or biweekly) meetings are scheduled and held to review progress monitoring data at each grade level. Data are examined according to established processes to determine individual student progress.	
Findings are communicated between classroom teachers and intensive intervention providers to compare student performance results (in class vs. with provider).	
EFFICACY Fidelity of Tier 3 strategies is assessed (at least annually) to ensure they are implemented as designed.	
A logging system for collecting data on the effectiveness of Targeted, Tier 3 supports is developed.	
Progress monitoring and outcome data are examined (at least annually) to determine overall response to intensive interventions. (Summarize % of students receiving Tier 3 who returned to Tier 2 or 1, met growth targets, continued in Tier 3; Summarize % of students scoring proficient based on Tier 3 supports.)	
Tier 3 strategies are updated regularly (at least annually) in response to fidelity and efficacy findings.	
STAKEHOLDER COMMUNICATION: The number of students, program fidelity, progress of students receiving Tier 3 supports, and efficacy results are regularly reported to stakeholders.	

NH RESPONDS

A plan for communicating with families on the process to initiate Tier 3 interventions, and on how to monitor progress and make determinations to continue/discontinue have been developed and implemented.	
The use of Tier 3 strategies includes frequent communication with the family.	
Team has ongoing school staff checks for consensus with the proposed infrastructure and implementation of the Tier 3 program of RtI for Literacy.	
Team has developed goals and indicators of success for the year as part of a strategic planning process.	
This plan is monitored and reviewed regularly (2 or more times per year) in the first 2 years of implementation and annually thereafter.	
Using various data sources (e.g., fidelity, efficacy, outcome), team members have developed and regularly update a professional development plan (for themselves and the school) that aligns with the work of the team.	

Adapted from:

Benchmarks for Advanced Tiers (Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding, 2010)

Effective Reading Support Team Implementation Checklist (Michigan Behavior & Learning Support Initiative, 2005)

Jorgensen, McSheehan, & Sonnenmeier (2009) Beyond Access Model: Promoting Membership, Participation, and Learning of Students with Disabilities in General Education Classrooms. Brookes Publishing, Inc. Baltimore, MD.

RtI Tier 2 Secondary Systems Team Self-Assessment and Action Planning Tool (Muscott & Mann, 2009)

NH RESPONDS