

Literacy Universal Team Checklist

Adapted from: Sugai, Horner, Lewis-Palmer (2002)ⁱ with content from NH Literacy Action Planⁱⁱ

SAU - School

Date:

INSTRUCTIONS: The Universal 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 Instruction.

Universal Team Members (and Roles):

STATUS:		TASKS
Time 1	Time 2	
		I - In place P - Partially in place N - Not in place
		<p style="text-align: center;">Establish Commitment</p> <p>There is a school/district shared vision statement for RTI.</p> <p>EVIDENCE:</p>
		<p>Training is provided in consensus building and staff understand the process and importance of building consensus.</p> <p>EVIDENCE:</p>
		<p>Administrator's supports & is actively involved in school-wide RTI (for Literacy Instruction) implementation.</p> <p>EVIDENCE:</p>
		<p>Faculty/Staff support RTI implementation (PD in RTI has been provided so staff understand the elements of RTI and process for establishing consensus, infrastructure, and implementation of RTI; Staff vote is at least 80% agreement; RTI is a top goal for the school).</p> <p>EVIDENCE:</p>
		<p style="text-align: center;">Establish & Maintain Team</p> <p>Universal Team is established and is representative of key stakeholders (including</p>

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		family members) and coaches (Behavior, RTI, Literacy). EVIDENCE:
		Team has regular meeting schedule and effective operating procedures. (Implement the Collaborative Team Checklist 2 times per year and implement appropriate action steps to ensure collaborative teaming fidelity.) EVIDENCE:
		<u>Audit</u> is completed for efficient integration of team with other teams/initiatives addressing literacy (academic) support and school improvement. EVIDENCE:
		Self-Assessment Team/faculty completes the Planning and Evaluation Tool for Effective Schoolwide Reading Programs – Revised (PET-R, Kame’enui & Simmons, 2003) twice a year, once at the beginning of the school year or at the beginning of the planning process for newly formed teams and again in spring. EVIDENCE:
		<u>Audit</u> is completed of the Universal literacy program relative to the NH Curriculum Frameworks (with particular attention to demonstrate that the Reading and Writing GLEs are addressed via the local curriculum and instruction) and the NH Literacy Action Plan. EVIDENCE:
		Universal Team or designee summarizes and examines existing literacy (program and student outcome) data at the class, grade, and school levels on a regular basis. (Summarize % of students receiving Tier 1, 2, and 3; Summarize scoring proficient based on Tier 1, 2, 3.) EVIDENCE:
		Team establishes action items to plan for supporting teachers who are not in agreement and/or not implementing RTI. EVIDENCE:
		Strengths, areas of immediate focus, & action plan are identified.

		EVIDENCE:
		<p style="text-align: center;">Screening</p> <p>Team identifies screening tool(s) to be used for baseline data (e.g., DIBELS, AimsWeb). Screening tools are well researched for validity and reliability and are objective (i.e., not a part of the universal curriculum materials).</p> <p>EVIDENCE:</p>
		<p>Team ensures screeners are well trained</p> <p>EVIDENCE:</p>
		<p>Team determines the “cut scores” of the screening tool (i.e., what scores will trigger teacher to consider student for Tier 2 or 3; what scores suggest student continues at Tier 1 with differentiation).</p> <p>EVIDENCE:</p>
		<p>All students are screened for baseline of literacy skills and understanding during the first 4 weeks of school.</p> <p>EVIDENCE:</p>
		<p style="text-align: center;">Establish, Implement and Monitor School-wide Curriculum for Literacy Instruction</p> <p>Team identifies research-based curriculum and instruction (e.g., A Consumer’s Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis. Simmons & Kame’enui, 2003) that addresses the NH Curriculum Frameworks and responds to the needs of the universal population based on screening results.</p> <p>EVIDENCE:</p>
		<p>School adopts the use of a research-based literacy curriculum.</p> <p>EVIDENCE:</p>
		<p>Teacher-training for delivery of literacy curriculum (with fidelity) is provided.</p> <p>EVIDENCE:</p>



		<p>Fidelity of implementation in literacy curriculum is monitored.</p> <p>EVIDENCE: Fidelity of implementation of a balanced literacy instruction is monitored</p>
		<p>Teachers not implementing to an agreed upon level of fidelity are provided targeted and individualized professional development.</p> <p>EVIDENCE: E.g. Assessment data is used to see which classrooms result in meeting adequate growth and professional development is being offered using an achievement coach and literacy coach to address the concerns resulting from data.</p>
		<p>Team agrees upon (and gains administrative support for and faculty buy-in to implement) a protected time of literacy instruction. (Recommended: Minimum - 50% of time allocated K and 90 mins. Grade1-6, Ideally – 2 hrs. Grades 1-3, 90 minutes daily for reading and word/language study in grade 3; 75 minutes in grade 4 and 5, with an additional 30 minutes for writing)</p> <p>EVIDENCE:</p>
		<p style="text-align: center;">Establish and Monitor for RTI</p> <p>Team or designee uses screening data to determine which students are approaching, meeting, or exceeding benchmark (“cut scores”) targets.</p> <p>EVIDENCE:</p>
		<p>Screening data is used to inform student, class, grade, and school level decisions including: improvements in the Universal program; the differentiation of instruction provided in the Universal program; and matching Tier 2 interventions with students.</p> <p>EVIDENCE:</p>
		<p>Team or designee identifies monitoring tools and strategies to be used to determine progress for universal instruction (including state accountability assessment findings – NECAP).</p> <p>EVIDENCE:</p>
		<p>Teachers are trained with fidelity to use progress monitoring tools and strategies</p>



		EVIDENCE:
		Team or designee establishes progress monitoring schedule EVIDENCE:
		Team or designee establishes processes for examining progress monitoring data to determine individual (and overall) student progress. (Summarize % of students receiving Tier 1, 2, and 3; Summarize scoring proficient based on Tier 1, 2, 3.) EVIDENCE:
		Team has ongoing school staff checks for consensus with the proposed infrastructure and implementation of the Universal program of RTI. EVIDENCE:

Additional Tasks for Universal Team	
	Universal team meets at least monthly.
	Team gives status report to faculty at least monthly.
	Activities for RTI action plan are implemented.
	Accuracy of implementation of RTI action plan is assessed.
	Effectiveness of RTI action plan implementation is assessed.
	RTI data is analyzed.

Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
Establish Commitment <ul style="list-style-type: none"> • Vision • Consensus • Administrator • Faculty/Staff agreement (80%) • Plan for faculty not in agreement or not implementing 	a.		
	b.		
	c.		
	d.		
Establish & Maintain Team <ul style="list-style-type: none"> • Representative • Family Member has identified role • Effective team operating procedures • Audit and integration of teams 	a.		
	b.		
	c.		
	d.		
Self-Assessment <ul style="list-style-type: none"> • PET – R • Audit of literacy program • Examine data • Action Plan 	a.		
	b.		
	c.		
	d.		
Screening <ul style="list-style-type: none"> • Select tool • Cut-scores 	a.		
	b.		
	c.		



<ul style="list-style-type: none"> • Train to fidelity • Screen 	d.		
Establish School-wide Curriculum for Literacy Instruction <ul style="list-style-type: none"> • Curriculum • Fidelity of Implementation • Protected Literacy block 	a. Create process to measure implementation of a effective balanced literacy curriculum	Leadership Team and coaches	Winter 2010-11
	b. Create process to support teachers in improving implementation of effective balanced literacy curriculum	Leadership Team and coaches	Winter 2010-11
	c.		
	d.		
	e.		
Establish Universal Level of RTI <ul style="list-style-type: none"> • Benchmarks • Use data for decisions • Progress monitoring • Fidelity of Implementation of assessment tools 	a. Establish menu of progress monitoring tools	Teachers with coaches	December 2010
	b. P.D. in when and how to implement progress monitoring tools	Teachers, Leadership Team, coaches	January 2010
	c.		
	d.		
	e.		

ⁱ Team Implementation Checklists Version 2.2, August 2002
George Sugai, Rob Horner, and Teri Lewis-Palmer
Educational & Community Supports
University of Oregon

ⁱⁱ NH Literacy Action Plan 2007
Allington, R. (2005). The other five “pillars” of effective reading instruction. Reading Today, 22 (6), 3.
Strengthening Literacy in the Classroom – Kindergarten Created by Sue Biggam, VT Dept of Education with assistance from Pat Halloran and Marc Hull, VT Reading Institute. Sources include the School Change Observation Scheme (CIERA, 2000), Reading: What Works (National Institute for Literacy 2001) Used with permission.

