

Response-to Intervention: Mathematics	0 No skills or knowledge/ not in place	1 Beginning to learn/ put in place	2 Partially competent/ in place	3 Fully competent/ in place
School System Capacity & Support				
<input type="checkbox"/> Principal supports Response-to-Intervention (Rtl) model in mathematics				
<input type="checkbox"/> Faculty and staff received an overview of the Rtl model as applied to mathematics				
<input type="checkbox"/> Majority (80+%) of faculty and staff support the use of an Rtl model in mathematics				
<input type="checkbox"/> Multi-disciplinary problem-solving teams have been formed (e.g., building, grade, combination) in order to evaluate data; establish building, grade, class, individual student goals; select curricula and interventions; select tools for screening and monitoring progress; evaluate outcomes				
<input type="checkbox"/> Resources currently available are inventoried (e.g., curricula/programs/interventions, personnel, materials, time)				
<input type="checkbox"/> Expert(s) in mathematics or mathematics instruction (e.g., mathematics coaches, mathematics teachers, mathematics department heads, university level mathematicians) are included on district and building level problem-solving teams				
Data-Based Decision Making				
Universal Screening				
<input type="checkbox"/> Select screening measures reflective of grade level content standards [e.g., map onto NCTM (2006) focal points, NMAP (2008) recommendations, and Common Core (2010)]				
<input type="checkbox"/> Select screening measures that are reliable, valid (predictive validity), efficient				
<input type="checkbox"/> Same screening measures are used across district				
<input type="checkbox"/> Screening is conducted with all students 2 or 3 times yearly (fall, winter, spring)				
<input type="checkbox"/> Screening data are used in combination with state testing results (recommended for grades 4 to 8)				
Progress Monitoring				
<input type="checkbox"/> Students receiving Tier 2 & 3 services are monitored weekly, bi-weekly, or monthly using grade-level general outcome measures				
<input type="checkbox"/> Students slightly above cut-off score are monitored (recommendation: one standard error of measurement above cut score) monthly				
<input type="checkbox"/> Use progress monitoring measures that are reliable, valid and designed to measure growth				
<input type="checkbox"/> Monitor progress for students receiving Tier 2 & 3 services using curriculum-embedded or mastery measures daily or weekly to evaluate response to treatment				
<input type="checkbox"/> Use progress monitoring to determine when instructional changes or regrouping are needed				
High Quality Instruction; Aligned with Standards				

<input type="checkbox"/> Designated block of time is assigned for core mathematics instruction (recommendation 45 to 60 minutes)				
<input type="checkbox"/> Select core curricula reflective of grade level content standards [e.g., map onto NCTM (2006) focal points, NMAP (2008) recommendations, and Common Core (2010)]				
<input type="checkbox"/> Include instructional process components like peer-tutoring or cooperative learning activities				
<input type="checkbox"/> Independent practice activities (class- and home-work) are provided for content that can be completed with a minimum of 80% accuracy				
Tiered Interventions				
<input type="checkbox"/> Tiered instruction/intervention, in addition to core instruction, is provided for enrichment (students at or above expectations on screening measures), support (small group Tier 2 intervention), and intensive support (individualized/smaller group Tier 3 intervention)				
<input type="checkbox"/> 20-40 minutes is scheduled 4 to 5 times weekly for tiered instruction/intervention (more may be designated for Tier 3)				
<input type="checkbox"/> Range of professionals, staff, & volunteers are identified as Interventionists (e.g., professionals with specialized training often reserved for Tier 3 services)				
<input type="checkbox"/> Tier 2 & 3 interventions should include instruction that is explicit and systematic (e.g., modeling, demonstration, verbalization of thought process – think aloud, guided practice, corrective feedback, and frequent cumulative review)				
<input type="checkbox"/> Tier 2 & 3 interventions emphasize foundation and prerequisite skills				
<input type="checkbox"/> Tier 2 & 3 interventions focus on deep understanding of and proficiency with whole numbers (grades K to 5)				
<input type="checkbox"/> Tier 2 & 3 intervention materials should include visual representation of mathematics concepts				
<input type="checkbox"/> Tier 2 & 3 interventions should include 10 minutes of math fact fluency building				
<input type="checkbox"/> Tier 2 & 3 interventions should include motivational strategies				
<input type="checkbox"/> Scripted protocols are used or developed to enhance treatment integrity				
Professional Development & Support				
<input type="checkbox"/> Coaches or consultants are identified to provide training to interventionists, continuous feedback and support, and evaluate treatment integrity				
<input type="checkbox"/> Interventionists are trained in specific intervention protocols with added emphasis on using multiple types of visual representations to illustrate mathematics concepts (especially problem solving)				
<input type="checkbox"/> In-service and ongoing training (coaching/consulting) and support for classroom teachers on core curricula is identified, developed, and scheduled				

References

- Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Shapiro, E. S. (2012). *New thinking in Response to Intervention: A comparison of computer-adaptive tests and curriculum-based measurement within RtI*. Washington Rapids: Renaissance Learning, Inc.
- Slavin, R. E. & Lake, C. (2008). Effective programs in mathematics: A best evidence synthesis. *Review of Educational Research*, 78, 427-515.
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- Wright, J. (2011). Response-to-Intervention school readiness survey. Retrieved from www.jimwrightonlin.com/php/rti/rti_wire.php.