

## **Instructions for Completing the RtI Needs Assessment/Implementation Checklist**

From Windram, Bollman, & Johnson (2011). *How RtI Works in Secondary Schools: Building a Framework for Success*. Solution Tree.

This document is designed to assist school-based educational staff in the self-evaluation of their current level of RTI implementation, to identify features already in place, and to identify areas in need of improvement. These features are viewed as essential for effective and sustainable RtI implementation. The following interpretive scale is used to indicating ratings in each area.

Not in Place: This practice/behavior does not exist/is not demonstrated in our building/district. This practice occurs less than 10% of the time, or this practice is implemented with a high degree of inconsistency.

Limited Practice: There is some evidence that this practice/behavior is present. Implementation is minimal and occurs between 10-30% of the time.

Partially Implemented: There is evidence that this practice/behavior is present and occurs with some established regularity. Implementation is between 31-80% of the time.

Well Established: There is ample, confirming evidence that this practice/behavior is present and occurs at least 80% of the time or more.

Don't Know: There is not enough evidence or it is unclear if sufficient evidence exists to determine the status of this practice. More time and/or information is needed before implementation levels can be determined.