

Gauging EBIS Implementation: How is Your School Doing?

	"Emerging"	"Developing"	"Established"
Intervention Design	Individual teachers design interventions on their own	Teachers design interventions through casual collaboration with peers. Grade levels or teams may choose to skill group students	Teachers representing regular education, special education, Title I, and ELL work together to develop interventions for students
Intervention Format	Teachers use favorite interventions collected over years	Teachers use only "Reteach" modules in district adopted curricula or work from a "laundry list" of interventions	Building wide resources are tapped to provide a variety of research-based interventions where needed
Intervention Implementation	Teachers implement interventions only within the framework of their own classrooms or groups	Teachers may regroup students for skill-based interventions with colleagues on occasion	Grade level teams and building resource teachers work together to implement systematic group interventions
Consideration of Other Factors	No consideration is given to other factors (attendance, health, behavior, mobility) until the SPED eligibility meeting	File review information is reviewed without a standard format	Other factors are carefully scrutinized and interventions are designed/implemented to address them whenever possible. A standard format is used to display file review information
Progress Monitoring	Teachers judge student response to instruction based on observations and holistic, intuitive evaluation	Teachers check progress with measures like Oral Reading Fluency (CBM) checks periodically, either on an irregular or infrequent basis	School staff work together to establish systems through which students' progress is checked at least monthly and more often as interventions intensify
Special Ed. Referral for Suspected LD	Individual teachers make unilateral decisions about appropriate timing of SPED referral	Individual teachers are "allowed" to refer once required pre-referral steps are completed	Professionals make a group determination that a referral is appropriate (based on data indicating the student's response to interventions)

DISCLAIMER: This tool has not been reviewed, vetted, or endorsed by the Center on Instruction or the U.S. Department of Education.

It was developed as a resource for use by the schools or districts we visited and was not intended to have a broader use.

It is provided here simply as a way to fulfill a commonly received request for examples of tools that schools and districts use in their RTI implementation.

Practitioners wishing to use this tool in their own schools or districts should consider modifying it to meet the unique needs of their educational setting(s).