Illinois State Personnel Development Grant (SPDG): The Illinois RtI Network—Professional Development and Coaching to Support School Improvement

Annual Evaluation Report
(2011-2012)

Submitted by
Gary L. Cates, Ph.D.
April L. Mustian, Ph.D.
Dianne Gardner, Ph.D.
Lisa K. Hood, M. Ed
Illinois State University

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Kathryn A. Cox, Statewide Project Director
Illinois State Board of Education
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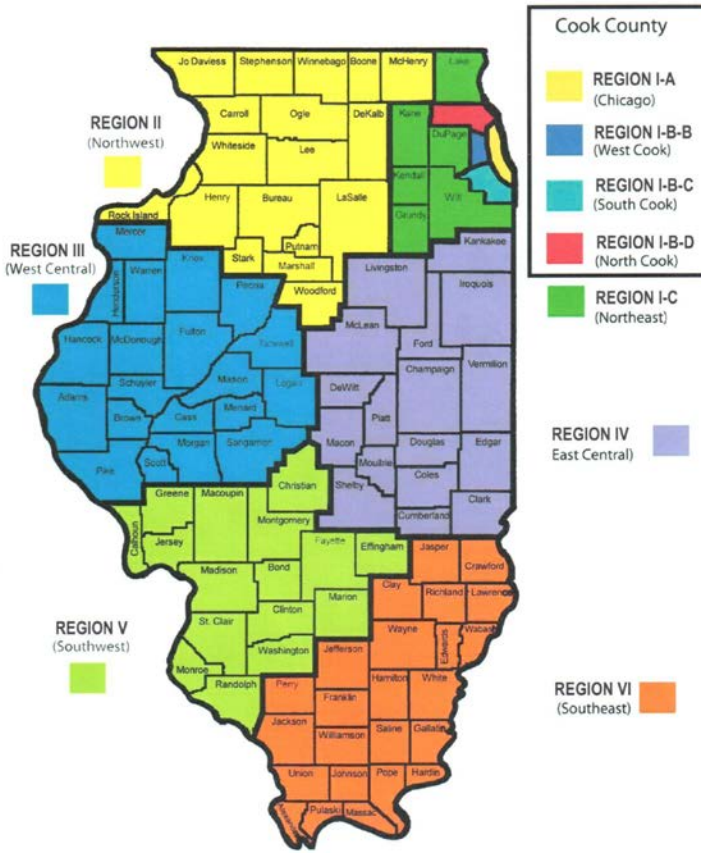

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Executive Summary

The Illinois State Personnel Development Grant (SPDG) is a coordinated effort designed to increase the capacity of school districts to provide a multi-tiered system of service (MTSS) delivery by improving the fidelity of evidence based professional development to school personnel and faculty of institutions of higher education. Included in its objectives is evaluating the effectiveness of project activities. This report describes the SPDG project activities and results for the 2011-2012 academic year.

In working towards the accomplishment of these objectives, much ground work was required. This included developing three major work teams. The first two teams included the Response to Intervention Network (I-RtI Network), the Institutions of Higher Education (IHE) team. Within these two teams subsequent activities related to reviewing roles and responsibilities, reviewing staff configurations and workloads, securing demonstration site commitments and the submission of reports and regional grant applications were completed.

The statewide evaluation of the SPDG is coordinated by a third team at Illinois State University. The 2011-2012 evaluation efforts included internal meetings in addition to meetings between the program evaluation team and the two work teams named above to a) continually review and refine the evaluation plan, b) coordinate evaluation activities, c) further development and refine evaluation tools, and d) conduct training on the administration of those tools.

Project Goals and Objectives

There are two components to the Illinois SPDG Project: the Illinois Response to Intervention (I-RtI) Network, and the Illinois Institutions of Higher Education (IHE) Partnership. The overarching goal of the Illinois SPDG Project is to: *Scale up implementation of a coordinated, statewide system of personnel development that will increase the capacity of school systems to establish and use a multi-tiered model of scientific, research-based instruction, intervention, and assessment to improve the progress and performance of all students, including those with disabilities.*

The project goal is being accomplished through three project objectives, as outlined below.

1. Deliver research-based professional development, technical assistance (TA), and coaching to increase the number of general and special education administrators, teachers, and other personnel and parents who understand and implement a multi-tiered system of instruction, intervention, and assessment, resulting in improved student performance.
2. Increase the number of undergraduate and graduate educator preparation programs at IHEs that implement RtI/MTSS content in their curricula.
3. Refine and implement a comprehensive evaluation process to measure the effectiveness of project activities.

Evaluation Framework

The SPDG project evaluation focuses on determining the effectiveness of the program based on a rubric provided by the Office of Special Education Programs (OSEP; See Appendix A). To assess fidelity of implementation of evidence-based professional development (PD) components each year, the Evaluation Team, in conjunction with the I-RtI Network and IHE Partnership, completes the OSEP Evidence Based PD Rubric.

In addition to the completion of the OSEP rubric by the I-RtI Network and IHE Partnership, further evaluation is conducted through the administration of multiple tools developed in concert with the Evaluation Team. A description of each evaluation tool used in 2011-2012 with the I-RtI Network and IHE Partnership is provided below.

Evaluation Processes

The first year of the evaluation plan emphasized measures of fidelity of implementation. In general, there are four levels of performance from the professional development delivered through the project: 1) implementation, 2) fidelity, 3) sustainability, and 4) impact on outcomes. Therefore, evaluation efforts focus on addressing the following questions:

Evaluation Question 1. If people are trained, do they implement?
Evaluation Question 2. If people implement, do they implement with fidelity?
Evaluation Question 3. If people implement with fidelity, do they sustain the practice(s)?
Evaluation Question 4. If people sustain the practice(s), what is the impact on student outcomes?

These four evaluation questions serve as the framework for determining the effectiveness of the processes being evaluated. It is important to point out that, because the first year of implementation began simultaneously with baseline data collection, this evaluation report reflects current answers to questions 1. The following years will reflect continuous on-going evaluation efforts for all questions, 1-4.

Evaluation Tools

Evaluation tool development, modification, and refinement throughout the project have been ongoing processes. The tools discussed above were conceptually shaped in dynamic collaboration among the Evaluation Team and the project directors of the I-RtI Network and the IHE Partnership. Initial development of the tools was generally based on pre-existing constructs (e.g., existing instruments, review of the literature). Next, various workgroups, including content experts, were formed in order to develop the project assessments. The work groups identified specific items that related to the project goals, evaluation questions, and theory of implementation (e.g., identifying systems practice, data sources, and outcomes). Where existing items were not available, new items were created and aligned with the evaluation plan. Items that were included from existing tools were deemed valid by elite content experts. Items were reviewed for quality (e.g., content and clarity). Next, the draft instruments were submitted for review for judgmental validity with external content experts. The instrument also was reviewed by field-based personnel to address usability and issues of social validity of the tool stems. Finally, the tools were implemented. An analysis of the obtained data for both reliability and

validity based on the nature of the instrument was conducted. The results of analyses will be used in the future to refine the instruments scaling, constructs, and organization of items.

During the 2011-2012 academic year, the Evaluation Team worked collaboratively with the I-RtI Network to develop four major tools. These tools included The I-RtI Network Meeting Tool, the I-RtI Network Professional Development Log, the Self-Assessment in Problem-Solving Implementation-School Version (SAPSI-S), and the Self-Assessment in Problem-Solving Implementation – District Version (SAPSI-D).

I-RtI Networking Meeting Tool: Tool developed by the evaluation team to document frequency, duration, topics, and satisfaction overall and by Area of meetings held by the I-RtI Network. There are 12 questions that make up this instrument. Participants are encouraged to complete the I-RtI Networking Meeting Tool within one week of each I-RtI Networking Meeting. Participants complete the Networking Meeting evaluation at the conclusion of the networking meeting and I-RtI Network staff is encouraged to enter the I-RtI Networking Meeting Tool data on Select Survey within one week of each I-RtI Networking Meeting. See Appendix B for a copy of the I-RtI Networking Meeting Tool.

I-RtI Monthly Professional Development (PD) Log: This Tool was developed to collect information on the mode (i.e., face-to-face, phone, video/virtual, email), type (i.e., training, coaching/TA), duration (i.e., to the nearest half hour), frequency, and participant roles of all professional development provided by I-RtI Network staff (i.e., Area-wide instructional leaders [AWILS], Lead Coaches). Each staff member is responsible for maintaining the log and then uploading the file by the 5th of each month for the previous 30-day period. This tool is used to determine the primary district/school personnel receiving professional development (PD) by the I-RtI Network and also to determine if the frequency and intensity of PD delivery is a moderating variable of SAPSI-D and/or SAPSI-S implementation. See Appendix C for a copy of the I-RtI Professional Development Log.

Self-Assessment in Problem-Solving Implementation – School Version (SAPSI-S): Tool developed by the evaluation team to monitor ongoing efforts to establish permanent problem solving procedures, tools, and products and thereby implement a MTSS at the school level. The I-RtI-Network uses the SAPSI-S to assess the extent to which schools are implementing MTSS in Reading and Math. A version of this tool (i.e., SAPSI) was used in a previous Illinois SPDG initiative (I-ASPIRE) and has been revised and improved for the current SPDG initiative. There are 47 questions that make up seven major domains on the SAPSI-S: 1) *Consensus: Comprehensive Commitment and Support;* 2) *Infrastructure: Development of a 3-Tiered System;* 3) *Implementation: Decision-Making;* (4) *Implementation: Professional Development;* 5) *Implementation: Establish and Maintain Team Process;* 6) *Implementation: Evidence-Based Practices;* 7) *Implementation: Monitoring and Action Planning.* In addition to these seven domains, there are a number of questions and components that also serve to answer our question related to parent involvement. These components are analyzed as an eighth "embedded" domain. The tool is a self-report instrument that is completed in the spring and fall during the first year of the respective school's participation and then only in the spring each subsequent year. See Appendix D for a copy of the SAPSI-S.

Self-Assessment in Problem-Solving Implementation – District Version (SAPSI-D): Tool developed by the evaluation team to monitor ongoing efforts to establish permanent problem solving procedures, tools, and products and thereby implement a MTSS at the District level. The I-RtI Network uses the SAPSI-D to assess the extent to which districts are implementing MTSS in Reading and Math. A version of this tool (i.e. SAPSI) was used in a previous Illinois SPDG initiative (I-ASPIRE) and has been revised and improved for the current SPDG initiative. There are 33 questions that make up three major domains on the SAPSI-D: 1) *Consensus and Commitment;* 2) *Infrastructure; and* 3) *Implementation.* The SAPSI-D is a self-report instrument that district teams complete in the spring of each year. In addition to these three domains there are a number of questions and components that also serve to answer our question related to parent involvement. These components are analyzed as a fourth "embedded" domain. The tool is a self-report instrument that is completed in the spring and fall during the first year of the respective school's participation and then only in the spring each subsequent year. See Appendix E for a copy of the SAPSI-S.

During the 2011-2012 academic year, the Evaluation Team worked collaboratively with the IHE Partnership to develop two major tools. These tools included the IHE Faculty Self-Assessment Survey of Course Content and the IHE Syllabus Review Checklist.

IHE Faculty Self-Assessment Survey of Course Content: A tool developed by the evaluation team to assess faculty perception of implementation of MTSS components within their courses. It is intended that all faculty in the participating IHE educator preparation program will complete the 14-item survey once in the fall and once in the spring for each core educator preparation course they teach. Surveys are completed on a course-by-course basis not a section by section basis. If a faculty member teaches more than one section of the same course, he/she only completes the survey once. Upon completing the survey, faculty members email the survey and the corresponding course syllabus to the Technical Assistance Coordinator (TAC) at each participating universities. See appendix F for a copy of the IHE Faculty Self-Assessment Survey of Course Content.

IHE Syllabus Review Checklist: A tool developed by the evaluation team to assess the fidelity of implementation of MTSS components within course syllabi. This 27 item checklist is completed once in the fall and once in the spring by the TACs at their respective universities. The checklist is completed on a course-by-course basis for the courses for which an IHE Faculty Survey of Syllabi Content and course syllabus is submitted to the TAC. The checklist mimics the IHE Faculty Survey and has additional open ended questions. The role of the TAC is to search for specific MTSS components from within the syllabus and document their presence or absence. Next, the IHE faculty then compares their responses to those of the IHE Faculty Survey for the respective course. For any discrepancy in ratings, the IHE faculty and TAC schedule an interview and discuss their disagreements. See Appendix G for a copy of the IHE Syllabus Review Checklist.

Completed Activities of the Grant Performance Period

I-RtI Network Project Activities

In June 2011, the Illinois State Board of Education (ISBE) awarded a grant to Lee/Ogle Regional Office of Education (ROE) 47 to establish and implement the Network. The purpose of the I-RtI-Network is to provide standardized professional development consisting of training, TA, and coaching to district and school teams and parents throughout the state. These services focus on improving the reading and math performance of students in grades K-12 through the implementation of a multi-tiered system of supports (MTSS, i.e., curricula, instruction, intervention, and assessment), commonly known as RtI/MTSS. During this reporting period, the I-RtI Network created specific qualifications and job descriptions for project staff positions (Area Wide Instructional Leaders, or AWILs, and Lead Coaches) and hired candidates whose knowledge, skills, and experience matched the established criteria. In October 2011, the project issued an application to solicit participating districts, and of the 38 districts that applied, a total of 37 signed agreements to be involved in the project. All 37 are low performing districts with high percentages (40 percent or more) of students from low-income backgrounds. As part of the application process, districts were required to complete a needs assessment to determine the current extent to which key components of RtI/MTSS are in place and being implemented. Project staff subsequently used data from the needs assessments to determine the level of support each district requires.

Preliminary work with district teams included onsite meetings to review their needs assessment results, secure written agreements to participate in the I-RtI Network services and meet the associated requirements, and identify one or more schools to serve as implementation and data collection sites within the district. Work also occurred with many of the school sites to complete the Self-Assessment of Problem Solving Implementation-School Level (SAPSI-S) in order to establish a baseline level of each school's implementation of RtI/MTSS critical components.

Through March 31, 2012, I-RtI Network staff completed 28 training activities and provided 181 Technical Assistance (TA) and/or coaching activities to participating district and school teams involving a total of 1,127 personnel (total is not unduplicated). Staff also conducted a series of 14 Area Networking Meetings, which are a combination of training on a specific topic (Strengthening Core Curricula and Instruction was the topic of the first series) and TA through which participants have an opportunity to ask questions, learn from one another's experiences, and problem solve challenges. A total of 372 district and school personnel attended the meetings.

To support fidelity of onsite TA and coaching delivered by I-RtI Network staff, the Network Project Administrator and SPDG Project Director held monthly meetings, which all staff were required to attend. The agendas for these meetings were structured around the goals, objectives, and key tasks delineated in the annual Project Action Plan, thus supporting the alignment of project services with the established project framework. The staff meetings have been critical to implementation of the Project Action Plan, in that they provided a means of identifying detailed activities required to carry out the Action Plan, with specific timelines and individuals responsible for completion; developing project tools to be used in TA and coaching and for project evaluation; and providing professional development for staff to increase their ability to execute the project services with fidelity.

Evaluation Team Activities Related to the I-RtI Network

The Evaluation worked with the I-RtI Network to create the following evaluation tools:

- Self-Assessment of Problem Solving Implementation-School Version (SAPSI-S) (available in three formats: (online, WORD, and PDF).
- Self-Assessment of Problem Solving Implementation-District Version (SAPSI-D) (available in three formats: online, WORD, and PDF).
- I-RtI Network Monthly PD Log (available online).
- Evaluation of Participant Satisfaction with Networking Meetings (available online).
- I-RtI Network Attendance Sheet (available online; discontinued for 2012-2013).

In addition to constructing these tools, the Evaluation Team also:

- Attended and hosted multiple face-to-face and phone conference meetings for consulting with I-RtI Network.
- Created an excel template for displaying SAPSI-S data on a school by school basis.
- Generated school graphs for reports of all SAPSI-S data for all AWILs in each Area.
- Provided trainings in SAPSI-S administration process to the I-RtI Network.
- Created an excel template for displaying SAPSI-D data on a district by district basis.
- Generated district graphs for reports of all SAPSI-D data for all AWILs in each Area.
- Provided trainings in SAPSI-D administration process to the I-RtI Network.

IHE Partnership Activities

In June 2011, ISBE awarded a grant to Southern Illinois University Edwardsville (SIUE) to establish and implement the Partnership. The purpose of the Illinois IHE Partnership is to work directly with teams at Illinois IHEs to 1) incorporate critical RtI/MTSS elements (e.g., differentiated instruction; a multi-tiered system of scientific, research-based instruction, intervention, and assessment) into educator pre-service and graduate program curricula and 2) develop and implement a replicable process for identifying and placing undergraduate and graduate students in field experiences where MTSS/RtI practices are in place. The IHE Partnership also has responsibility for the provision of professional development opportunities for IHE faculty. Finally, the IHE Partnership will work with ISBE to establish and implement a replicable process through which IHEs can forge collaborative relationships with districts to increase the number of graduates employed in low-performing districts with high populations (40 percent or more) of students from low-income backgrounds.

At each of the IHEs, Technical Assistance Coordinators (TACs) have been identified to lead the work with teams at their IHEs to review course syllabi. The IHE Partnership convened three meetings with the TACs to define their work, develop a work plan, develop and/or refine evaluation tools (in conjunction with the external evaluation team), and determine the first educator preparation program area to be reviewed at each of the participating IHEs. Consensus was reached that Elementary Education preparation programs would be reviewed first, with work to begin by the end of the spring semester 2012, and review of Education Leadership programs would begin in the fall semester of 2012. The TACs have made at least initial contacts with IHE program chairs to move forward with syllabi review. These contacts occurred through 27 workgroup meetings across the participating IHEs. The TAC at NLU and the I-RtI Network

Statewide Administrator also partnered to deliver a workshop to NLU educator preparation faculty that included an overview of MTSS/RtI and discussed the importance of equipping educators with knowledge and skills in and experience with RtI/MTSS through their educator preparation programs.

Evaluation Team Activities Related to the *IHE Partnership*

The Evaluation Team worked collaboratively with the IHE Partnership to create the following evaluation tools:

- IHE Syllabi Checklist (in three formats: online, Word, and PDF),
- IHE Faculty Survey of Syllabi Content,
- IHE Partnership TAC TA Log (in three formats: online, Word, and PDF)

In addition to constructing these tools, the Evaluation Team also:

- Provided training to the IHE Partnership staff in:
  - Syllabus review administration process and
  - Faculty survey administration process.
- Attended and hosted multiple face-to-face and phone conference meetings for consulting with the IHE Partnership staff.

Project Outcomes

Table 1 below displays number of participating schools, the names of participating districts, and participating Universities by Area.

Area (# Schools Participating)	Participating Districts	Participating University
1 (7)	Addison SD 4 Joliet PSD 86 Keeneyville SD 20 Queen Bee SD 16 Waukegan CUSD 60	National Louis University
2 (10)	Belvidere CUSD 100 Dixon USD 170 Moline SD 40 Rockford SD 205	Northern Illinois University
3 (3)	Beardstown SD 15	Western Illinois University
4 (4)	Bloomington SD 87 Champaign Unit 4	Illinois State University
5 (3)	Brooklyn UD 188 Roxana CUSD 1 Vandalia CUSD 203	Southern Illinois University
6 (8)	Benton CCSD 47 Dongola USD 66	Southern Illinois University -Carbondale

	Du Quoin CUSD 300 Egyptian CUSD 5 Mt. Vernon Township High School HSD 201 Vienna HSD 133	
7-ISC (19)	Berkeley SD 87 Cook County SD 130 Calumet Public SD 132 CHSD 218 Dolton SD 148 Gen George Patton SD 133 JS Morton SD 201 Lyons SD 103 CHSD 218 Proviso Township HSD 209 Skokie SD 69 South Holland SD 151 Sunnybrook SD171 W Harvey-Dixmoor PSD 147	Chicago State University

Table 1. *Participating Districts and Universities by Area*

A Description of Professional Development Provided by I-RtI Network

In 2011-2012, a total of 69 trainings and 358 TA and/or coaching activities were conducted, with 2,100 district and school personnel participating (totals are not unduplicated). Most of the professional development activities were provided to General Education Administrators (n = 646), General Education Teachers (n = 677) and Related Services Personnel (n = 256). See Table 2 below for comprehensive totals.

Type of PD Delivered		**Total # of Participants**
Training	Coaching/Technical Assistance	(totals not unduplicated)
69	358	2100

Table 2. *Type of PD Delivered and Total Number of Participants*

Tables 3 and 4 below display the role of each participant of the networking meetings. The majority of participants were general education teachers and general education administrators.

Role of Each Participant									
Parent	Gen. Ed. Admin.	Spec. Ed. Admin.	Gen. Ed. Teacher	Spec. Ed. Teacher	Related Services Personnel	Parapro	ROE Personnel (e.g., SSoS coach)	District RtI Coordinator	Internal Coach
6	646	121	677	142	256	9	131	67	18

Role of Each Participant								
Internal and External Coach	External Coach	PBIS Tac	ISTAC Project Leaders	Turn Around Coach	Special Ed Co-op Directors	Lead Coach	Title I Coach	Ed.S. Intern
12	10	8	4	2	1	12	4	1

Tables 3 and 4. *Role of Each Participant*

As provided in Table 5 below, I-RtI Network staff logged 777.5 total hours of PD delivery in 2011-2012. The primary level of contact was at the district level (n=255). Additionally, most PD provided was in face-to-face group format (n=299).

Level of Contact			Duration of Contact	Mode of Contact				
District	School	Coach	In hours	Email	Phone	Video/Webinar Conference	Face-to-Face Group	Face-to-Face Individual
255	114	11	777.5	59	33	1	299	19

Table 5. *Level, Duration, and Mode of Contact*

Networking Meetings Evaluative Summary. In 2011-2012, the I-RtI Network staff conducted an additional series of 14 networking meetings (combination of training and TA) across all seven Network Areas. The primary function of these meetings were to: We need to let people know what NWM is. Because not all of the evaluation tools to assess increased knowledge and skills had been finalized when the professional development activities occurred, evaluation data were only collected for the networking meetings (see Appendix B for Networking Meeting Tool). These meetings were evaluated by participants through the completion of a Networking Meeting evaluation tool at the conclusion of each meeting. The evaluations were then entered into SelectSurvey by I-RtI Network staff. See Table F for number of attendees by meeting topic. Tables 6 through 7 provide a descriptive analysis of item responses by meeting topic and by region.

Focus of Meeting	#1 Strengthening the Core	#2 Analyzing the Core
# of Attendees	374	376

Table 6. *Number of Attendees for Each of the Two Network Meeting Types*

Area	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7 (ISC)
# of schools Participating	8	9	3	4	3	8	19

Table 7. *Number of Schools Participating Overall by Area for the Two Meeting Types*

In addition to the overall descriptive analysis provided in the histograms below, a breakdown by region for each question is provided.

Meeting 1: Strengthening the Core

Question 1. *To what extent did the Network meeting topic(s) align to your needs to support implementation of a Multi-Tiered System of Supports (MTSS)?* Figure 1 and Table 8 represent these data. Overall, 97% of participants reported "To a great extent" or "To some extent" on this item.

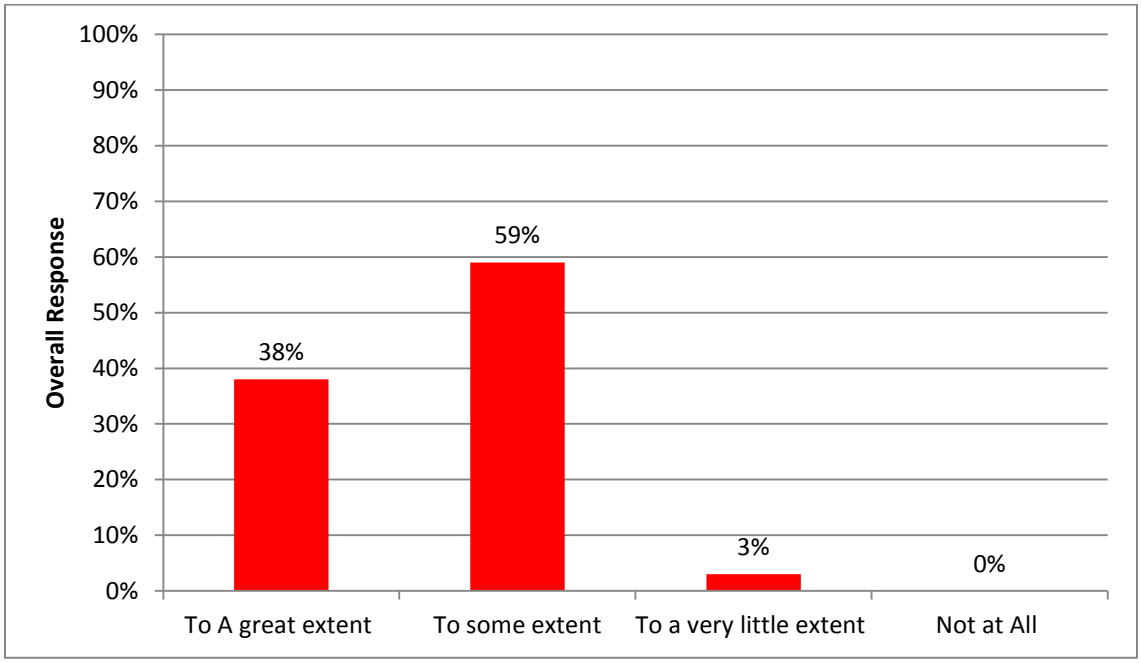

Figure 1. Overall responses for extent to which meeting aligned to participant needs.

	Area 1/ISC Combined Meeting	Area 2	Area 3	Area 4	Area 5	Area 5/6 Combined Meeting	Area 7 (ISC)
To a Great Extent	20 (42%)	38 (49%)	6 (21%)	19 (36%)	11 (46%)	24 (55%)	24 (25%)
To Some Extent	27 (56%)	36 (47%)	22 (76%)	33 (62%)	13 (54%)	19 (43%)	67 (71%)
To Very Little Extent	1 (2%)	3 (4%)	1 (3%)	1 (2%)	0 (0%)	1 (2%)	4 (4%)
Not at All	0 (0 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	**48 (13%)**	**77 (21%)**	**29 (8%)**	**53 (14%)**	**24 (6%)**	**44 (12%)**	**95 (26%)**

Table 8. *Attendees' Ratings by Area for the Question: "To What Extent Did the Network Meeting Topic(s) Align to Your Needs to Support Implementation of a Multi-Tiered System of Supports (MTSS)?"*

Question 2. *To what extent did the resources and information shared at the meeting provide you with a practical next step to apply to support implementation of a MTSS?* Figure 2 and Table 9 represent these data. More than half (54%) reported "To some extent" while another 39% reported "To a great extent" on this item.

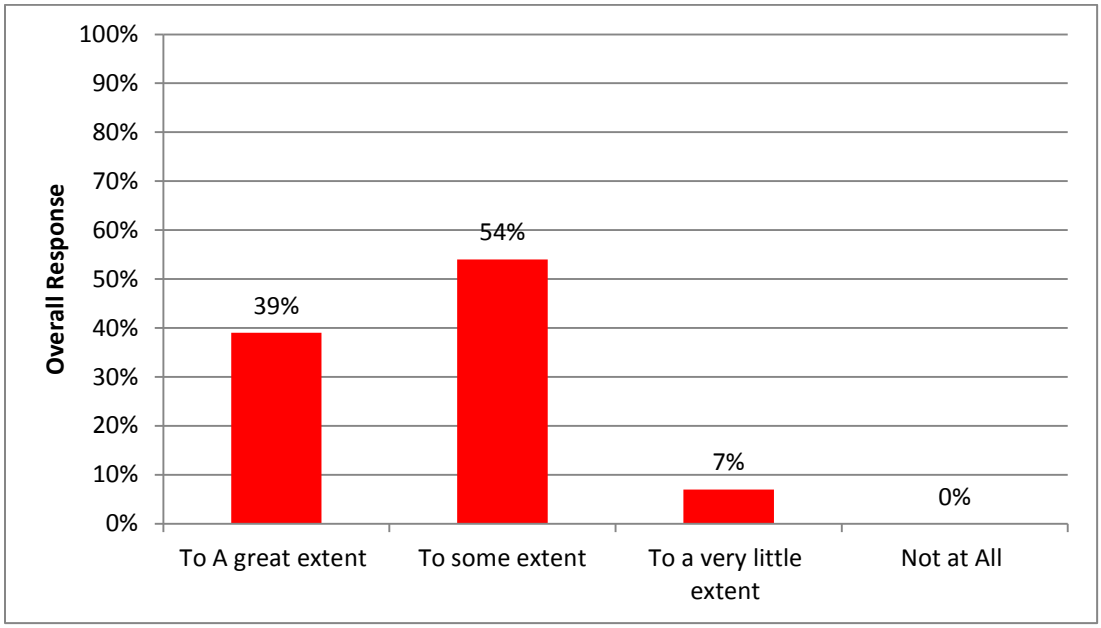

Figure 2. Overall responses for extent to which meeting provided a practical next step.

	Area 1/ISC Combined Meeting	Area 2	Area 3	Area 4	Area 5	Area 5/6 Combined Meeting	Area 7 (ISC)
To a Great Extent	20 (42%)	31 (40%)	11 (38%)	22 (42%)	9 (38%)	29 (66%)	23 (24%)
To Some Extent	25 (52%)	42 (55%)	15 (52%)	27 (51%)	12 (50%)	15 (34%)	64 (67%)
To Very Little Extent	3 (6%)	4 (5%)	3 (10%)	4 (8%)	3(12%)	0 (0%)	8 (8%)
Not at All	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	**48 (13%)**	**77 (21%)**	**29 (8%)**	**53 (14%)**	**24 (6%)**	**44 (12%)**	**95 (26%)**

Table 9. *Attendees' Ratings by Area for the Question: "To What Extent Did the Resources and Information Shared at the Meeting Provide You With a Practical Next Step to Apply to Support Implementation of a MTSS?"*

Question 3: *How will you obtain support for implementing this next step?* Figure 3 and Table 10 represent these data. Overall, 85% of the responders reported that the support would come through the District or Building Administrator while the internal coach, external coach, and I-RtI Network Lead Coach were each reported 5% of the time.

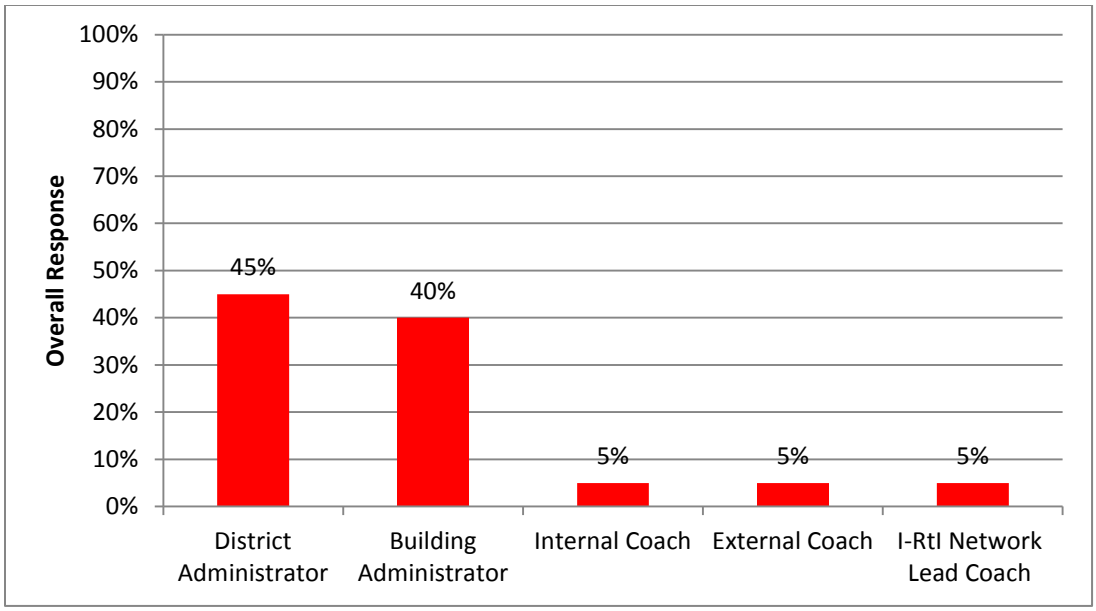

Figure 3. Overall responses for how participants will obtain support for next step.

	Area 1/ISC Combined Meeting	Area 2	Area 3	Area 4	Area 5	Area 5/6 Combined Meeting	Area 7 (ISC)
District Administrator	25 (52%)	24 (38%)	6 (38%)	9 (36%)	5 (28%)	10 (28%)	56 (60%)
Building Administrator	20 (42%)	25 (34%)	8 (50%)	16 (64%)	10 (56%)	15 (42%)	27 (29%)
Internal Coach	1 (2%)	6 (9%)	0 (0%)	0 (0%)	3 (17%)	1 (3%)	4 (4%)
External Coach	1 (2%)	3 (5%)	2 (12%)	0 (0%)	0 (0%)	4 (11%)	5 (5%)
I-RtI Network Lead Coach	1(2%)	6 (9%)	0 (0%)	0 (0%)	0 (0%)	6 (17%)	2 (2%)
Total	**48 (16%)**	**64 (21%)**	**16 (5%)**	**25 (8%)**	**18 (6%)**	**36 (12%)**	**94 (31%)**

Table 10. *Attendees' Ratings by Area for the Question: "How Will You Obtain Support for Implementing This Next Step?"*

Meeting 2: Analyzing the Core

Question 1. *To what extent did the Network meeting topic(s) align to your needs to support implementation of a Multi-Tiered System of Supports (MTSS)?* Figure 4 and Table 11 represent these data. Nearly all participants (99%) reported "To a great extent" or "To some extent" on this item.

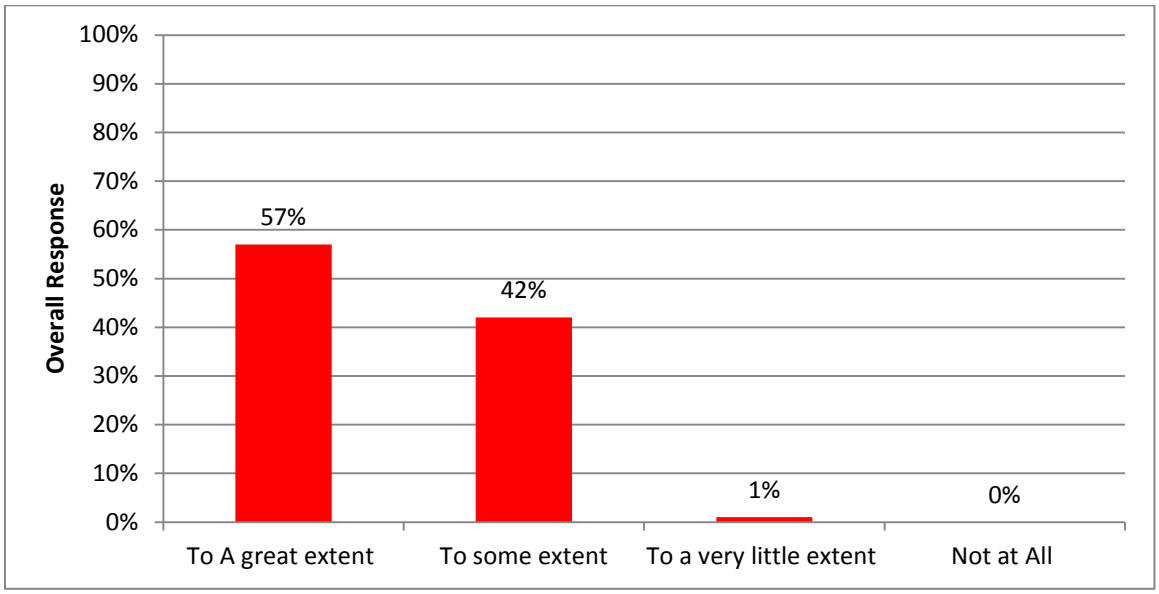

Figure 4. Overall responses for extent to which meeting aligned to participant needs.

	Area 1/ISC Combined Meeting	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7 (ISC)
To a Great Extent	31(44%)	24 (77%)	38 (49%)	4 (28%)	49 (62%)	46 (73%)	18 (50%)
To Some Extent	38 (54%)	7 (23%)	38 (49%)	9 (64%)	30 (38%)	17 (27%)	17 (47%)
To Very Little Extent	2 (3%)	0 (0%)	1 (1%)	1 (7%)	0 (0%)	0 (0%)	1 (3%)
Not at All	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	**71 (19%)**	**31 (8%)**	**77 (21%)**	**14 (4%)**	**79 (21%)**	**63 (17%)**	**36 (10%)**

Table 11. *Attendees' Ratings by Area for the Question: "To What Extent Did the Network Meeting Topic(s) Align to Your Needs to Support Implementation of a Multi-Tiered System of Supports (MTSS)?"*

Question 2. *To what extent did the resources and information shared at the meeting provide you with a practical next step to apply to support implementation of a MTSS?* Figure 5 and Table 12 represent these data. Overall, nearly all participants (97%) reported "To a great extent" or "To some extent on this item.

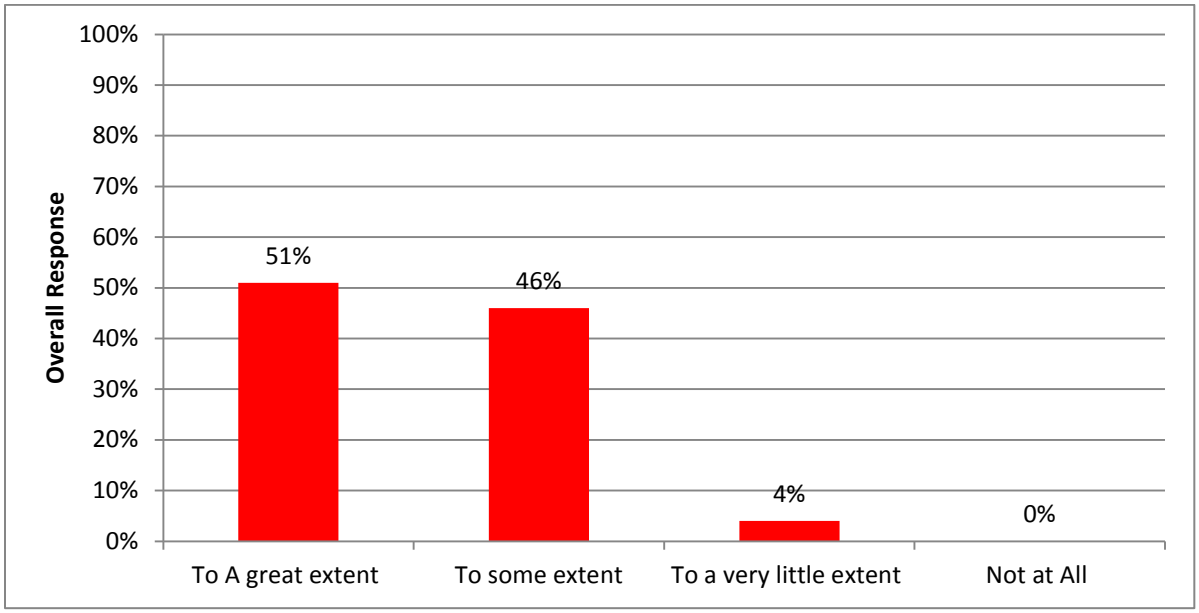

Figure 5. Overall responses for extent to which meeting provided a practical next step.

	Area 1/ISC Combined Meeting	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7 (ISC)
To a Great Extent	20 (28%)	18 (58%)	38 (49%)	6 (43%)	51 (64%)	38 (60%)	17 (47%)
To Some Extent	44 (63%)	13 (42%)	37 (48%)	5 (36%)	28 (35%)	25 (40%)	17 (47%)
To Very Little Extent	6 (8%)	0 (0%)	2 (3%)	3 (21%)	0 (0%)	0 (0%)	2 (6%)
Not at All	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	**70 (19%)**	**31 (8%)**	**77 (21%)**	**14 (4%)**	**79 (21%)**	**63 (17%)**	**36 (10%)**

Table 12. *Attendees' Ratings by Area for the Question: "To What Extent Did the Resources and Information Shared at the Meeting Provide You With a Practical Next Step to Apply to Support Implementation of a MTSS"?*

Question 3: *How will you obtain support in implementing this next step?* Figure 6 and Table 13 represent these data. Overall, the majority of participants reported either the District or Building Administrator (82% total) for this item.

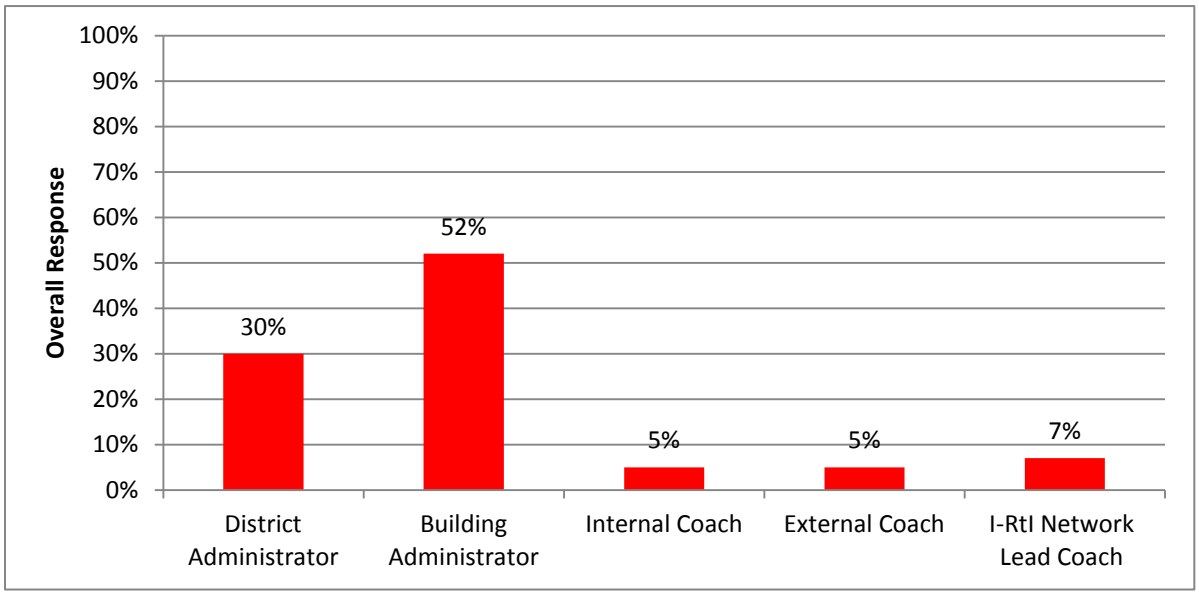

Figure 6. Overall responses for how participants will obtain support for next step.

	Area 1/ISC Combined Meeting	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7 (ISC)
District Administrator	26 (38%)	6 (22%)	17 (24%)	7 (50%)	17 (23%)	14 (24%)	17 (53%)
Building Administrator	30 (44%)	14 (52%)	38 (54%)	5 (36%)	47 (63%)	35 (61%)	11 (34%)
Internal Coach	6 (9%)	2 (7%)	9 (13%)	1 (7%)	0 (0%)	0 (0%)	0 (0%)
External Coach	3 (4%)	2 (7%)	4 (6%)	0 (0%)	5 (7%)	3 (5%)	0 (0%)
I-RtI Network Lead Coach	3 (4%)	3 (11%)	2 (3%)	1 (7%)	6 (8%)	5 (9%)	4 (12%)
Total	**68 (20%)**	**27 (8%)**	**70 (20%)**	**14 (4%)**	**75 (22%)**	**57 (17%)**	**32 (9%)**

Table 13. *Attendees' Ratings by Area for the Question: How Will You Obtain Support for Implementing This Next Step?*

Qualitative Analyses of Networking Meetings

In addition to the quantative analyses of these questions, respondents were also asked five open-ended questions. These five questions were coded by theme (see Appendix H For coding) and are summarized below for all respondents.

Open-Ended Question 1: List one next step that you plan to take towards the implementation of MTSS.

Responses to this question were clustered into three categories: Recognition Steps, Concrete Action Steps, and Expressions of Concern. Recognition Steps were those responses that indicated that a school or district was at an early stage of discussion about RtI/MTSS. In this stage, responses indicated three kinds of needs required to move forward: 1) a need to establish administrative structures and procedures; 2) a need to recognize the role and value of the I-RtI Network; and 3) a need to recognize the role and value of data in RtI/MTSS. The need to initiate discussions with administrators was a primary finding. There was a recognition that leadership had to be cultivated and teams formed to begin the collaborative work that RtI/MTSS requires to succeed. These Areas were identified as first steps by the respondents and included learning about basic elements of RtI/MTSS and how to strengthen the instructional core, how to develop multi-tiered systems, and how to collect and use data for problem-solving. The professional learning needs of teachers in an RtI/MTSS system were emerging in these responses, but they did not have the clarity of concrete action steps. For example, in this response category, most educators talked about having first discussions with administrators and presenting basic RtI/MTSS frameworks and models to whole schools or districts. Coaching and other elements of the statewide program were recognized but not addressed as specific steps. Overall, respondents acknowledged the sharing of RtI/MTSS's role and value to the school or district to improve student learning outcomes in behavior, math, and literacy was acknowledged as well as the need for developing data sources to support RtI/MTSS efforts.

In a second cluster of responses, specific and Concrete Action Steps were indicated. These responses differed from the Recognition responses by their specificity. For example, rather than reporting a need for discussing how to proceed, respondents said they needed strategies they could use for moving forward. In this response cluster, if a discussion was indicated as a next step, there was a specific purpose, such as to develop next steps, establish teams, seek or develop coaching, or to apply to join the I-RtI Network. As in the Recognition cluster, leadership and teaming were deemed essential to the success of RtI/MTSS. Respondents said that an important action step would be that leadership takes steps to fully support MTSS. In addition, teams need to knowledgably assume responsibilities for MTSS-related tasks such as selecting or developing universal screeners; developing evidentiary sources about student learning and data systems to make it useful; and planning, coordinating, and linking MTSS to other reform initiatives, particularly the Common Core State Standards (CCSS).

Other responses were Expressions of Concern about how to get started and what challenges the RtI/MTSS implementation was likely to face. These were of two kinds: 1) challenges common in all change processes and 2) specific challenges of RtI/MTSS implementation. In the former instance, a concern for helping teams collaborate productively or have sufficient knowledge local expertise to support the initiative was identified. In the latter case, respondents indicated the need

for specific knowledge of RtI/MTSS with the need to change core structures and processes in the school so that educators could develop and use data about student learning together in real time, responsive ways.

Open-Ended Question 2: When do you plan to take this next step?

Table 14 shows the response categories for this question. Only 8% of respondents indicated that the work of RtI/MTSS was ongoing or in progress. Most (27%) indicated that their schools/districts would implement RtI/MTSS action steps in the 2012-2013 academic year. 18% of responses did not indicate when they intended to implement RtI/MTSS.

When do you plan to take this next step?	**Total Responses in this Category**	**Percent of Total**	**Sample Responses**
In-Place/Ongoing Work on Action Steps	7	8%	"Ongoing work"
As Follow-Up to Network Meeting	15	16%	"Meeting today when this meeting is over"
Over the Summer	9	10%	"Planning meetings over the summer"
Before the 2012-2013 Academic Year	12	13%	"Before end of the year" (2011-2012)
During the 2012-2013 Academic Year	25	27%	"2012-2013 school year"
Indeterminate Future	6	7%	"Soon" "Not sure when"
Other	18	20%	"As the district provides"

Table 14. *Descriptive Information for Open-Ended Question 2 (n=92 Responses)*

Open-Ended Question 3: Please list any potential barriers to implementation.

Responses by I-RtI Network Meeting participants were developed into five categories: 1) Justification Barriers; 2) Logistical Challenges; 3) Challenges of Change, including misunderstanding about RtI/MTSS, lack of acceptance of RtI/MTSS, need for leadership, and general challenges that come with large scale educational reforms like RtI/MTSS; and 4) Resource Challenges in three subcategories, Fiscal, Expert, and Material. Table 15 offers an overview of the barriers identified by I-RtI Network Meeting respondents.

Broad Barriers to RtI /MTSS Implementation	Specific Barriers to RtI/MTSS Implementation
Justification Barriers	1. Cost/benefit concerns 2. Teacher Buy-in 3. Administrator Buy-in
Logistical Challenges	1. Competing priorities 2. Inadequate funding 3. Fragmentation 4. Time to meet 5. Time and budget for professional development 6. Low attendance and lack of engagement in processes 7. Lack of access to data 8. Figuring out next steps at school and district levels 9. Recognition of financial commitment 10. Coordination of participants

Challenges of Change	**Need for/reasons for RtI/MTSS misunderstood** 1. How to get and then evaluate fidelity 2. Lack of expertise in key RtI/MTSS Areas such as Strengthening Core, Analyzing Core Data, and others 3. Great complexity of RtI **Need for/reasons for RtI/MTSS not accepted** 1. Requires radical shift in teacher roles 2. Lack of commitment 3. Lack of motivation sufficient to change instructional practices 4. Requires significant change from "Old School" ideas 5. Philosophical mismatch with the school 6. Teachers feel that their professionalism is being questioned **Leadership** 1. Lack of leadership 2. Administrators without an RtI/MTSS vision 3. Administrators without understanding of RtI/MTSS 4. Low levels of commitment by leadership (school and district) 5. Poor coordination **Overall Challenges of Change** 1. Communication and Coordination 2. Resistance 3. Need to work through gradually yet pressured for quick turnaround 4. Lack of coordination 5. Feeling overwhelmed by RtI/MTSS 6. Feeling overwhelmed by challenges generally (including simultaneous implementation of Common Core State Standards) 7. Fear RtI/MTSS their effects on 8. 9. teacher evaluations 10. Need for peer support

Resource Challenges	**Fiscal** 1. Expectation that RtI/MTSS can be implemented without fiscal resources 2. Must support release time to accomplish RtI/MTSS **Expert:** 1. Resources in RtI Network too geared to elementary schools 2. Lack of expertise with data 3. Lack curriculum, instruction, and assessment expertise 4. Lack of expertise on RtI/MTSS processes (teachers and administrators) 5. More coaching **Material:** 1. Computers for networking and to support data use 2. Software to support data use 3. Purchasing curricula, assessments, other instructional resources

Table 15. *Outcomes to Responses for Open-Ended Question 3*

Additionally, I-RtI Network Meeting participants were asked to indicate their impressions of the Network Meeting, both favorable comments and suggestions for future meetings in response to two questions. Their response categories are illustrated in Table 16.

Open-Ended Question 4: What are the best features of the networking meeting?
Open-Ended Question 5: What suggestions do you have for future meetings to better meet your needs?

What are the best features of the networking meeting?	*What suggestions do you have for future meetings to better meet your needs?*
• Opportunities to collaborate within and across districts to learn what others are doing, where they are in their development • Networking • Expert facilitation • Expert presentation • Quality of material presented • Significance of material presented • Quality and usefulness of activities and teaming • Well-organized • Time to meet and to work • Ability to devote time focused on RtI/MTSS • Usefulness of frameworks • Peer support • Handouts and other material resources	• More time (i.e., convene for a full day) • More collaboration time • Address particular educator issues (i.e., special education and secondary education teachers, coaches, and administrators at different levels or demographics) • Divide groups by levels of experience with RtI/MTSS, schooling levels, demographics, or special topics (i.e., fidelity, behavior, math, assessment, data use, differentiation) • Promote specific preparation for workshop (i.e., have teams bring data to work on together) • Convene with more administrators • Include examples with real data and practical applications • Fewer basics, more specifics • More on the Core, diagnostics, and data use • Consider location • Continue discussions about how to deal with resistance • Disseminate materials • Continue to offer meetings

Table 16. *Outcomes for Open-Ended Questions 4 and 5*

A Description of Professional Development Provided by IHE Partnership

Technical assistance has been provided in a variety of contexts.

Professional learning geared to faculty in the IHE Network included training sessions particular to higher education, including brown bag sessions and seminars on RtI topics. TACs at each university are responsible for organizing the training, coaching, and technical assistance that faculty will require to include RtI in appropriate courses and across training programs. The training of faculty is to insure that teacher and administrator candidates modify their course requirements to accommodate the knowledge, skills, and dispositions that educators entering the field will be expected to exhibit. TACs are prepared through the IHE partner network to support training with coaching and any technical assistance faculty might require to translate MTSS principals into instruction for future educators. For the coaching and TA meetings, faculty had the option of meeting on campus or at an off campus location. The tables below describe these efforts in the 20122-2012 academic year.

Table 17 displays the frequency and overall percentage of the these technical assistance meetings. The Technical Assistance log initially did not have a question to indicate which university was providing the data entry due to concerns over confidentiality. However, it was later decided that everyone was comfortable with adding the question to the tool. The number of respondents in Tables 18 through 20 only reflect the breakdown of those Universities who entered data after the question was added.

University	Percentage of Respondents
Chicago State University	0 (0%)
Eastern Illinois University	0 (0%)
Loyola University	0 (0%)
National Louis University	10 (91%)
Northern Illinois University	0 (0%)
Illinois State University	1 (9%)
Southern Illinois University-Carbondale	0 (0%)
Southern Illinois University-Edwardsville	0 (0%)
Western Illinois University	0 (0%)
Respondents Who Skipped This Question	45 (80.36%)

Table 17. *Frequency and Overall Percentage of the Technical Assistance Meetings by University*

Table 18 below provides a breakdown of where the meetings were held. Nearly all meetings (93%) were held on campus.

Location of the technical assistance meeting	Percentage of Respondents
On campus	52 (93%)
Off campus	4 (7%)

Table 18. *Location of Meetings*

Table 19 below provides a breakdown of the primary mode of assistance provided by TACs to participating faculty. The majority of assistance occurred in a face-to-face format, and none of the contact was done via email or through demonstration.

Primary Mode of Assistance	Percentage of Respondents
Formal Presentation	8 (14%)
Demonstration	0 (0%)
Email Contact	0 (0%)
Face to Face Contact	39 (70%)
Phone Conversation	0 (0%)
Providing Materials/Resources	1 (2%)
Other	8 (14%)

Table 19. *Mode of Assistance*

Table 20 provides a breakdown of the type of activity provided. The majority (71%) of the meetings the first year were planning meetings with the remainder equally divided between coaching and consulting.

Type of Activity	Percentage of Respondents
Planning	40 (71%)
Coaching - Directing with feedback	7 (12%)
Consulting - 2 way problem solving	7 (12%)
Other	2 (4%)

Table 20. *Type of Technical Assistance Activity Provided*

Evaluation Questions

Evaluation Question 1: If people are trained, do they implement?

Given the training activities conducted in the seven areas described and summarized above, it is important to understand whether or not school district, building personnel, and faculty of institutions of higher education participating in those activities are implementing the skills, techniques, and processes in which they have been trained. School teams in the data collection sites answered this question in the form of self-report measures including the SAPSI-D, SAPSI-S, Faculty Self-Assessment Survey, and the Syllabus Review Checklist. Data collected with each of these tools are described and summarized below.

SAPSI-D

The SAPSI-D (See appendix E) was developed by the evaluation team to monitor ongoing efforts to establish RtI/MTSS implementation in the areas of Reading, Math, and Behavior at the district level. The I-RtI Network facilitates administration of the SAPSI-D each spring. SAPSI-D scores can range from 0 (no implementation) to 61 (full implementation of all components in all areas).

Psychometric Reliability of the SAPSI-D

Cronbachs Alpha were calculated to determine the internal consistency of the items for the SAPSI-D overall. In addition, internal consistency reliability was calculated for each of the three domains (i.e., Comprehensive Commitment and Support, Infrastructure, and Implementation) as well as the three categories (i.e., Reading, Math, and Behavior). Table 21 represents the number of items, number of respondents, and Cronbach's Alpha for overall and for each domain for the SAPSI-D. Table 22 represents the number of items, number of respondents, and Cronbach's Alpha for the items related to behavior only for the SAPSI-D. Table 23 represents the number of items, number of respondents, and Cronbach's Alpha for the items related to reading/literacy only for the SAPSI-D. Table 24 represents the number of items, number of respondents, and Cronbach's Alpha for the items related to math only for the SAPSI-D.

Cronbach's Alpha Coefficient levels are considered to be "acceptable between .70 and .79 as a rule of thumb. In addition, they are considered "good" between .80 and .89. Cronbach's Alpha Coefficients above .90 are considered to be "excellent". Coefficients below .7 are considered questionable. As displayed in Table 21, overall and and for each of the three domains, Cronbach's Alpha Coefficients were excellent.

SAPSI-D	Number of items	Respondents	Cronbach's Alpha
Overall	61	N=29	.969
Consensus & Commitment	27	N=29	.944
Infrastructure	17	N=29	.902
Implementation	17	N=29	.924

Table 21. *Internal Item Consistency Data for the SAPSI-D*

Cronbach's Alpha Coefficients are provided for each of the category of behavior by domain below. The coefficient overall was excellent. However, a noticable relationship exists between the number of items for a domain and the actual coefficient with the domain of o infrastructure with only four questions yielding the lowest coefficient (.62).

Behavior			
SAPSI-D	Number of items	Respondents	Cronbach's Alpha
Overall	17	N=29	.914
Consensus & Commitment	8	N=29	.883
Infrastructure	4	N=29	.624
Implementation	5	N=29	.729

Table 22. *Internal Item Consistency Data for Items Related to Behavior for the SAPSI-D*

Cronbach's Alpha Coefficients are provided for each of the category of reading/literacy by domain below. Again, a noticiable relationship can be observed between the number of items making up a domain and its respective coefficient.

Reading/Literacy			
SAPSI-D	Number of items	Respondents	Cronbach's Alpha
Overall	19	N=29	.926
Consensus & Commitment	8	N=29	.849
Infrastructure	6	N=29	.802
Implementation	5	N=29	.774

Table 23. *Internal Item Consistency Data for Items Related to Reading/Literacy for the SAPSI-D*

Cronbach's Alpha Coefficients are provided for each of the category of math by domain below. As with the previous two domains a noticiable relationship can be observed between the number of items making up a domain and its respective coefficient.

Math			
SAPSI-D	Number of items	Respondents	Cronbach's Alpha
Overall	19	N=29	.893
Consensus & Commitment	8	N=29	.817
Infrastructure	6	N=29	.791
Implementation	5	N=29	.717

Table 24. *Internal Item Consistency Data for Items Related to Math for the SAPSI-D*

District Implementation of the RtI/MTSS Process: 2011-2012 Baseline Results

The following figures summarize the results of 2011-2012 RtI/MTSS implementation at the district level, as gathered through the SAPSI-D. Data are summarized overall by the three primary RtI/MTSS domains (i.e., Consensus and Support, Infrastructure, Implementation), across categories (i.e., Reading, Math, Behavior), and across Areas (i.e., 1, 2, 3, 4, 5, 6, ISC). Figures 7 through 11 display these results.

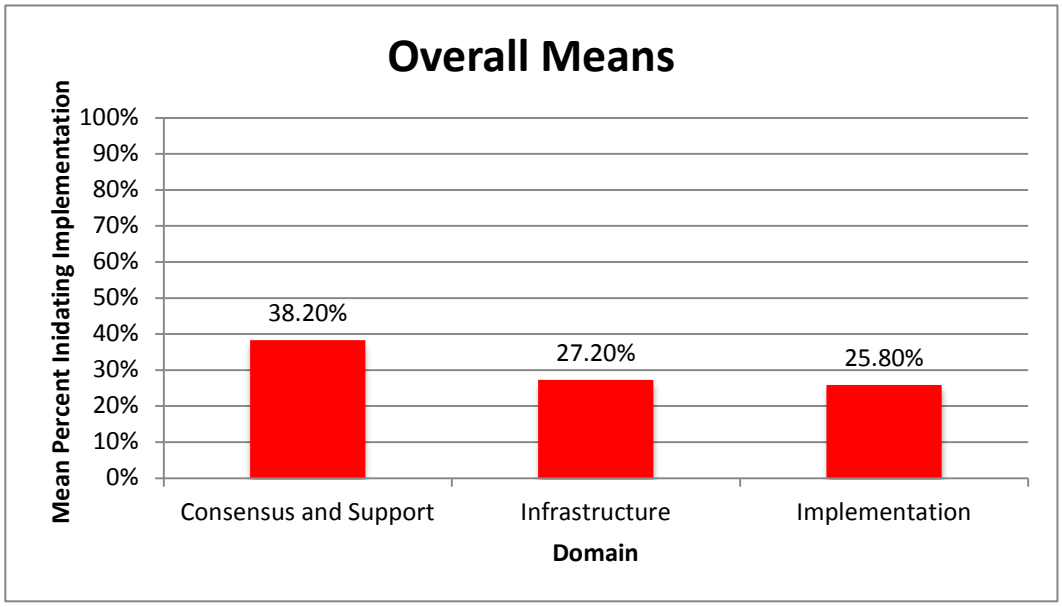

Figure 7. Mean overall SAPSI-D implementation across the three domains for all participating districts.

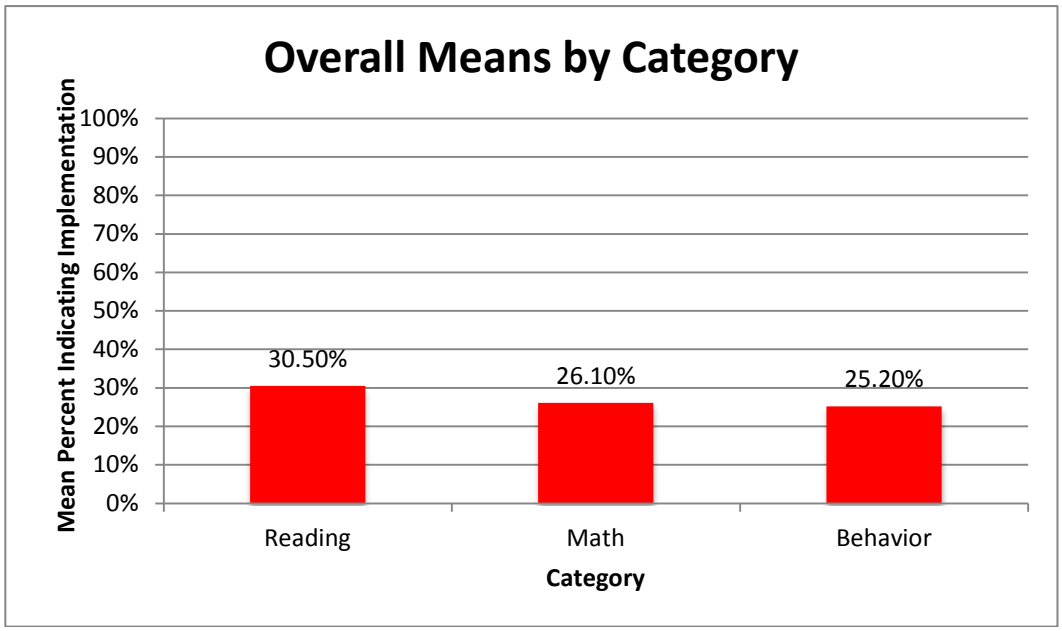

Figure 8. Mean overall SAPSI-D implementation across the three categories for all participating districts.

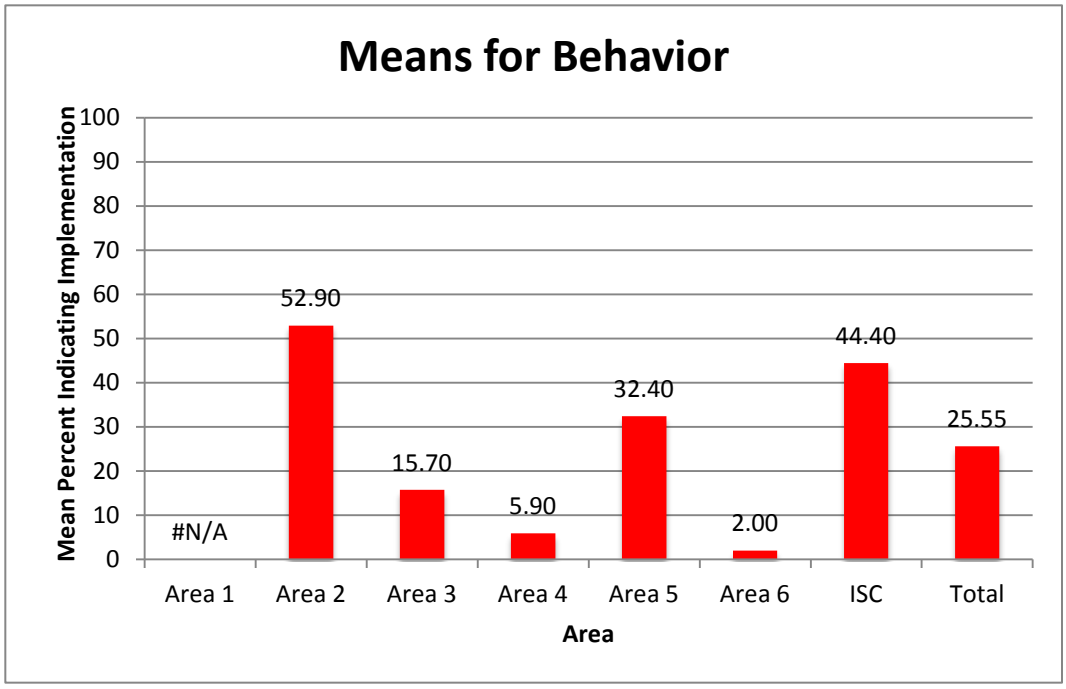

Figure 9. Mean overall SASI-D implementation in Reading across Areas.

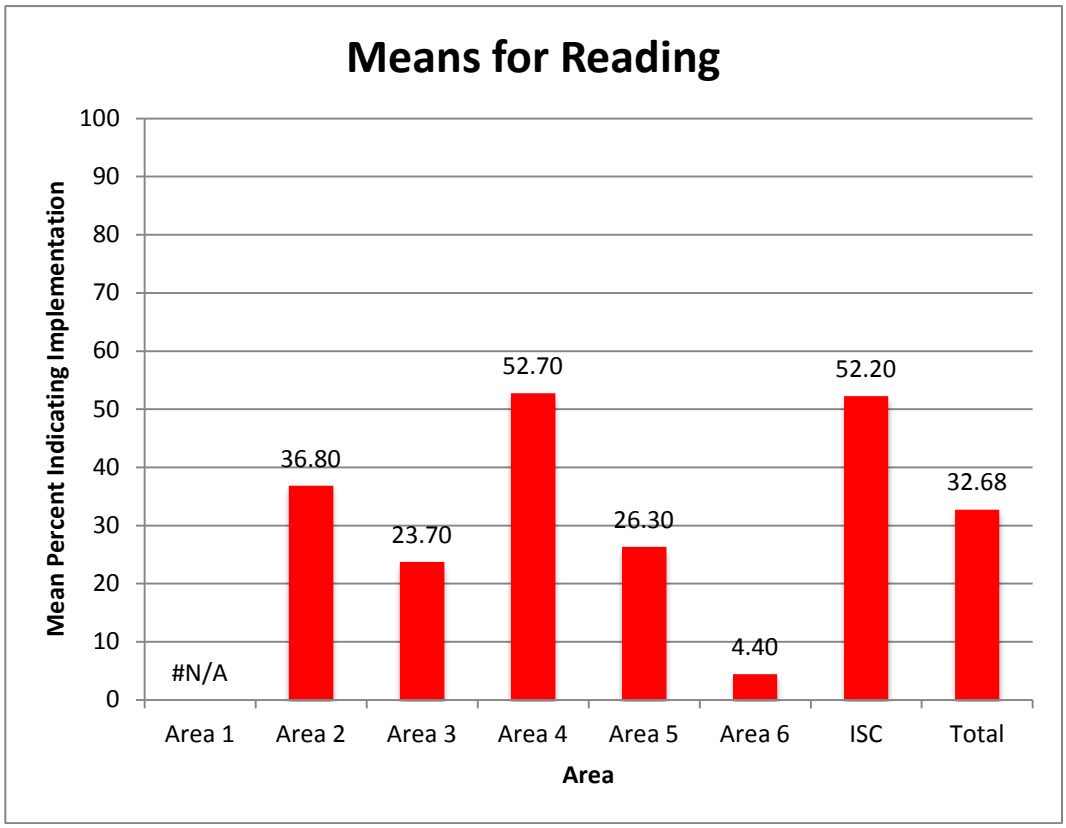

Figure 10. Mean overall SAPSI-D implemenation in Reading across Areas.

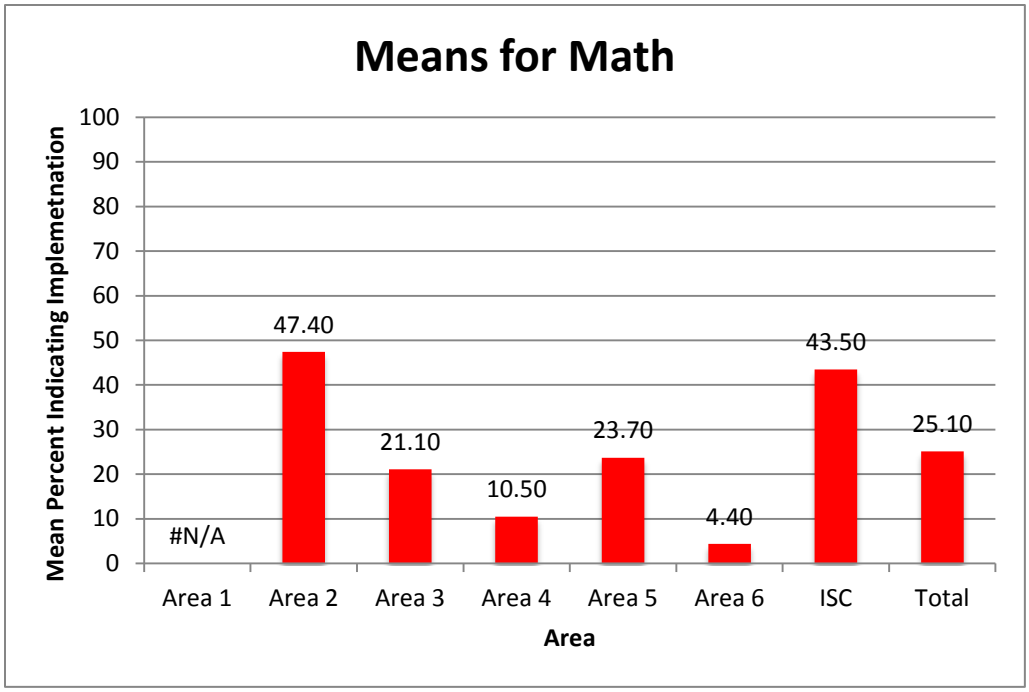

Figure 11. Mean overall SAPSI-D implemenation in Math across Areas.

SAPSI-S

The SAPSI-S (See appendix D) was developed by the evaluation team to monitor ongoing efforts to establish RtI/MTSS implementation in the areas of Reading, Math, and Behavior at the school level. The I-RtI Network facilitates administration of the SAPSI-S each spring. SAPSI-S scores can range from 0 (no implementation) to 386 (full implementation of all components in all areas).

Psychometric Reliability of the SAPSI-S

Cronbach's Alpha were calculated to determine the internal consistency of the items for the SAPSI-S overall. In addition, internal consistency reliability was calculated for each of the seven domains (i.e. Comprehensive Commitment and Support, Infrastructure, Decision Making, Professional Development, Team Process, Evidence Based Practices, and Monitoring and Action Planning) as well as the three categoires (i.e Reading, Math, and Behavior). Table 25 represents the number of items, number of respondents, and Cronbach's Alpha for overall and for each domain for the SAPSI-S. Table 26 represents the number of items, number of respondents, and Cronbach's Alpha for the items related to behavior only for the SAPSI-S. Table 27 represents the number of items, number of respondents, and Cronbach's Alpha for the items related to reading/literacy only for the SAPSI-S. Table 28 represents the number of items, number of respondents, and Cronbach's Alpha for the items related to math only for the SAPSI-S.

SAPSI-S	Number of items	Respondents	Cronbach's Alpha
Overall	386	N=51	.992
Consensus	57	N=51	.952
Infrastructure	152	N=51	.984
Implementation: Decision Making	18	N=51	.937
Implementation: Continuous Professional Development	18	N=51	.892
Implementation: Team Process	72	N=51	.977
Implementation: Evidence-based Practices	21	N=51	.937
Implementation: Action Planning	48	N=51	.960

Table 25. *Internal Item Consistency Data for All Items by Domain for the SAPSI-S*

Behavior			
SAPSI-S	Number of items	Respondents	Cronbach's Alpha
Overall	127	N=51	.984
Consensus	19	N=51	.896
Infrastructure	48	N=51	.967
Implementation: Decision Making	6	N=51	.877
Implementation: Continuous PD	6	N=51	.665
Implementation: Team Process	24	N=51	.949
Implementation: Evidence-based Practices	7	N=51	.896
Implementation: Action Planning	16	N=51	.924

Table 26. *Internal Item Consistency Data for Items Related to Behavior for the SAPSI-S*

Reading/Literacy			
SAPSI-S	Number of items	Respondents	Cronbach's Alpha
Overall	129	N=51	.979
Consensus	19	N=51	.854
Infrastructure	51	N=51	.961
Implementation: Decision Making	6	N=51	.846
Implementation: Continuous PD	6	N=51	.658
Implementation: Team Process	24	N=51	.934
Implementation: Evidence-based Practices	7	N=51	.873
Implementation: Action Planning	16	N=51	.894

Table 27. *Internal Item Consistency Data for Items Related to Reading/Literacy for the SAPSI-S*

Math			
SAPSI-S	Number of items	Respondents	Cronbach's Alpha
Overall	131	N=51	.980
Consensus	19	N=51	.867
Infrastructure	53	N=51	.959
Implementation: Decision Making	6	N=51	.861
Implementation: Continuous PD	6	N=51	.711
Implementation: Team Process	24	N=51	.948
Implementation: Evidence-based Practices	7	N=51	.893
Implementation: Action Planning	16	N=51	.908

Table 28. *Internal Item Consistency Data for Items Related to Math for the SAPSI-S*

School Implementation of the RtI/MTSS Process: 2011-2012 Baseline Results

The following figures summarize the results of 2011-2012 RtI/MTSS implementation at the school level, as gathered through the SAPSI-S. Data are summarized overall by Area the three primary RtI/MTSS domains (i.e., Consensus and Support, Infrastructure, Implementation), across categories (i.e., Reading, Math, Behavior), and across Areas (i.e., 1, 2, 3, 4, 5, 6, ISC). Figures 12 through 24 display these results.

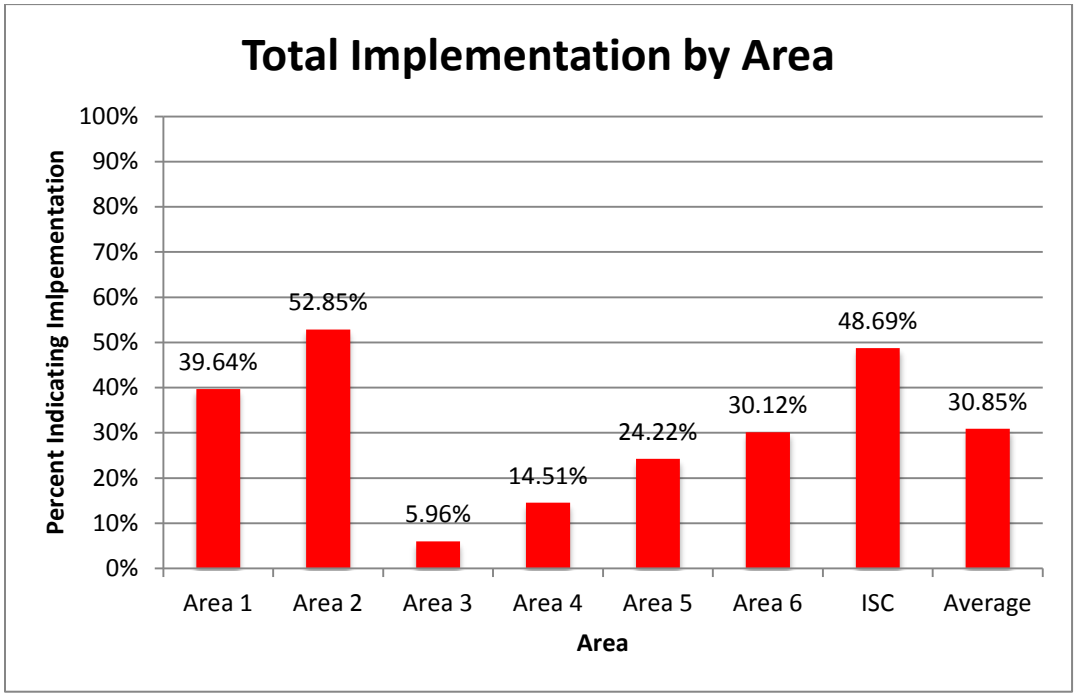

Figure 12. Mean overall SAPSI-S implementation across Areas.

Figure 13 below represents the average scores across the seven domains for all 51 participating schools overall. Although there was a good deal of variability in overall scores on SAPSI-S across Areas, when data were analyzed with regard to domains there appeared to be much less variability. Domain reports ranged from a high of 40% (i.e. Three-tiered Infrastructure) to a low of 34% (i.e., Decision Making).

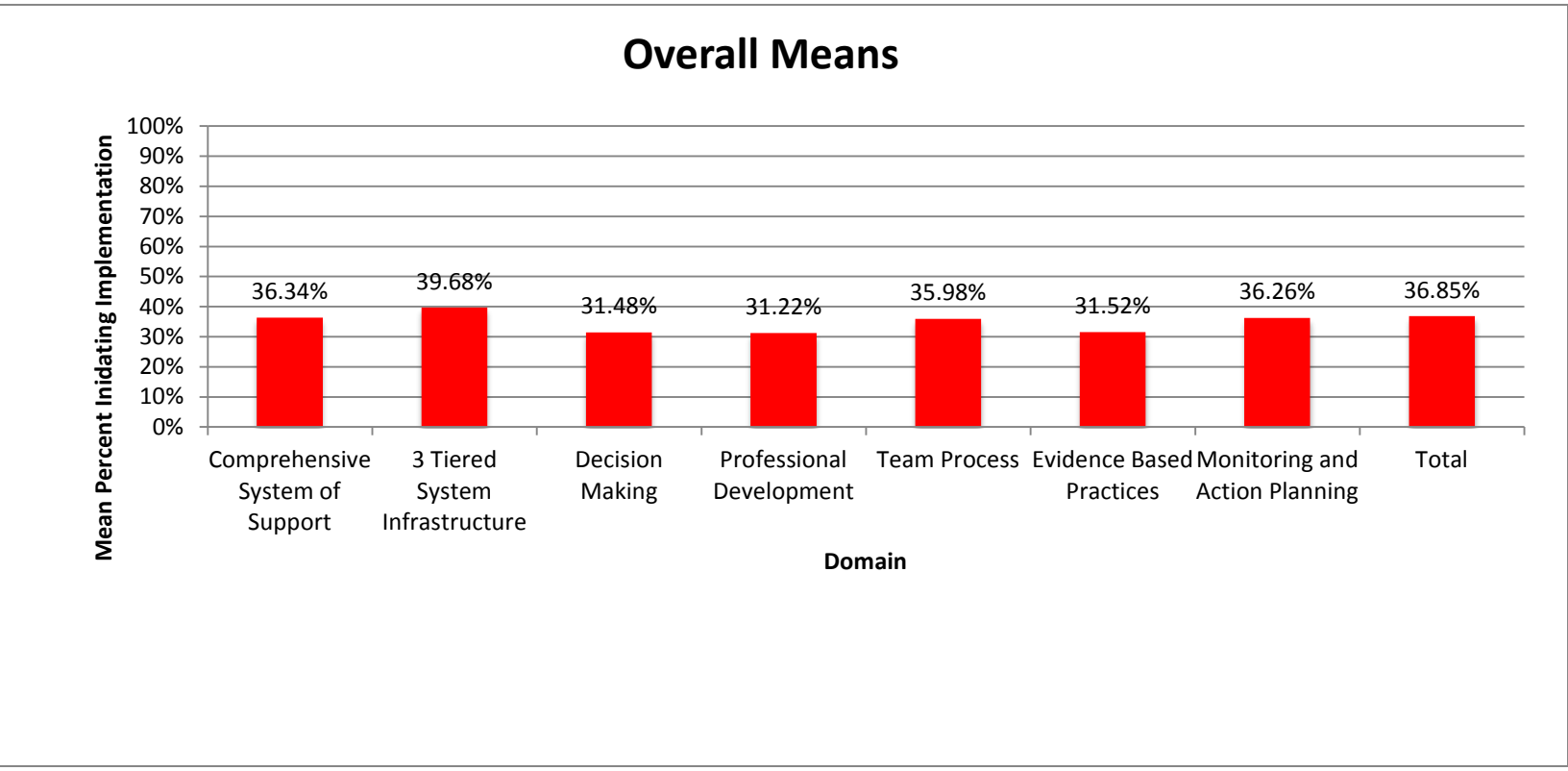

Figure 13. Mean overall SAPSI-S implementation across domains.

Figures 14 through 20 below represent the SAPSI-S scores for each domain across Areas.

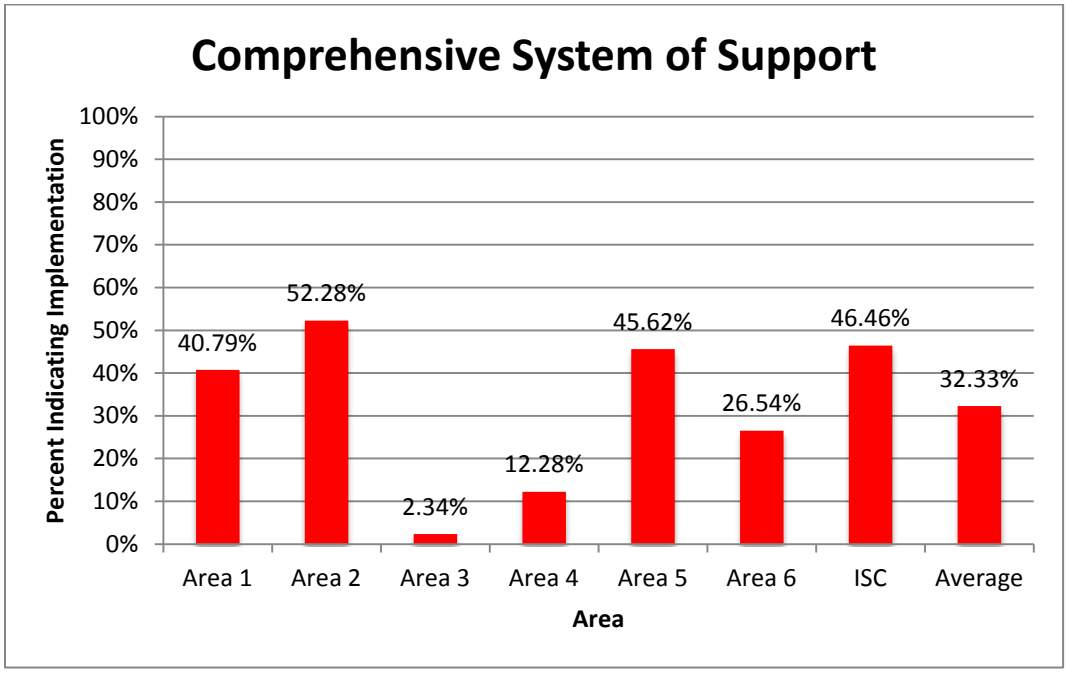

Figure 14. Mean overall SAPSI-S implementation in Comprehensive System of Support domain across Areas.

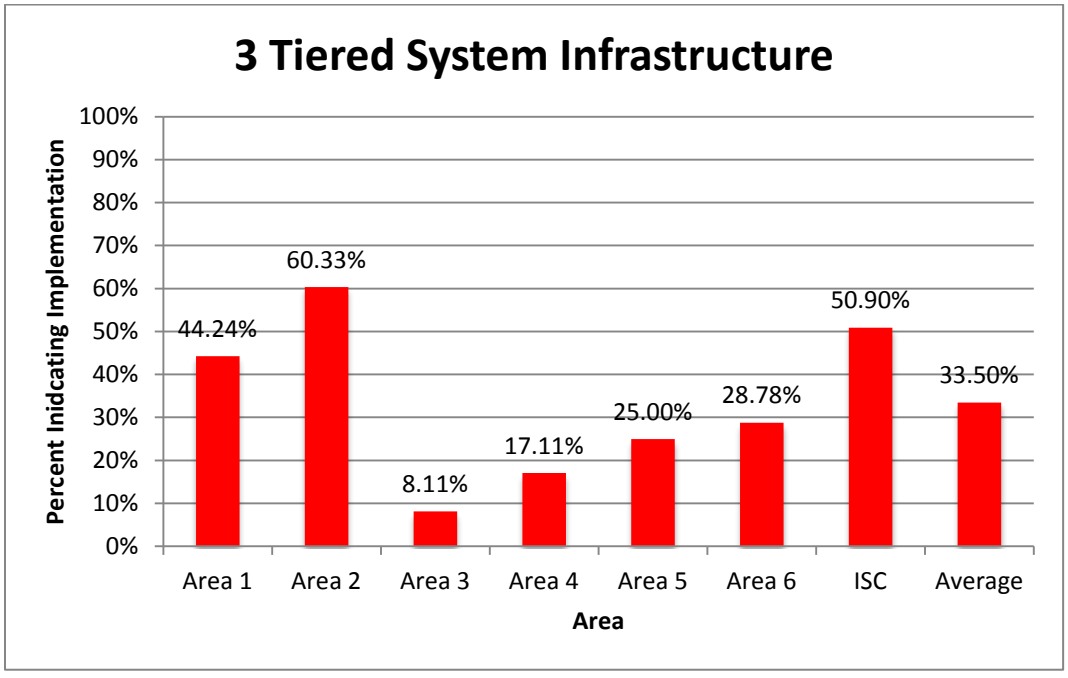

Figure 15. Mean overall SAPSI-S implementation in 3-Tiered System Infrastrucure domain across Areas.

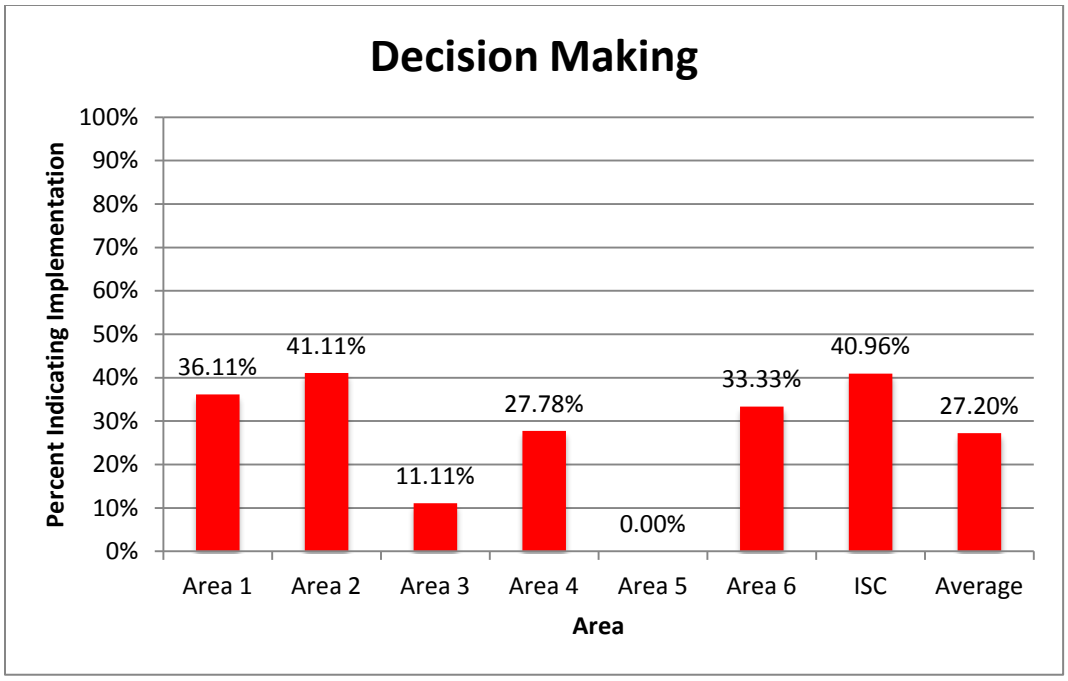

Figure 16. Mean overall SAPSI-S implementation in Decision Making domain across Areas.

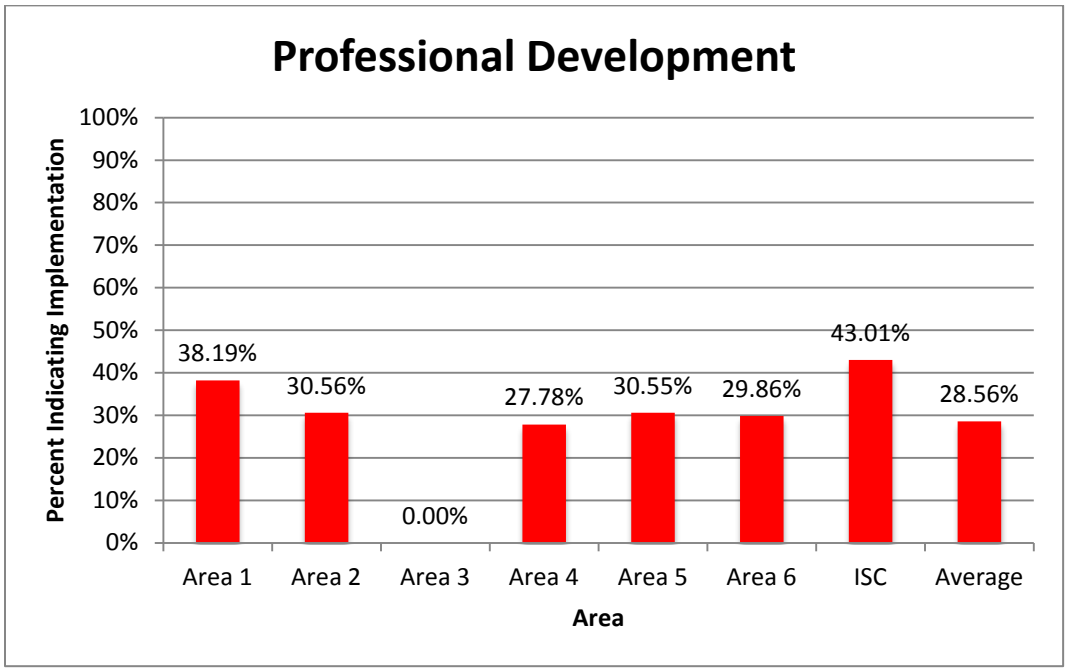

Figure 17. Mean overall SAPSI-S implementation in Professional Development domain across Areas.

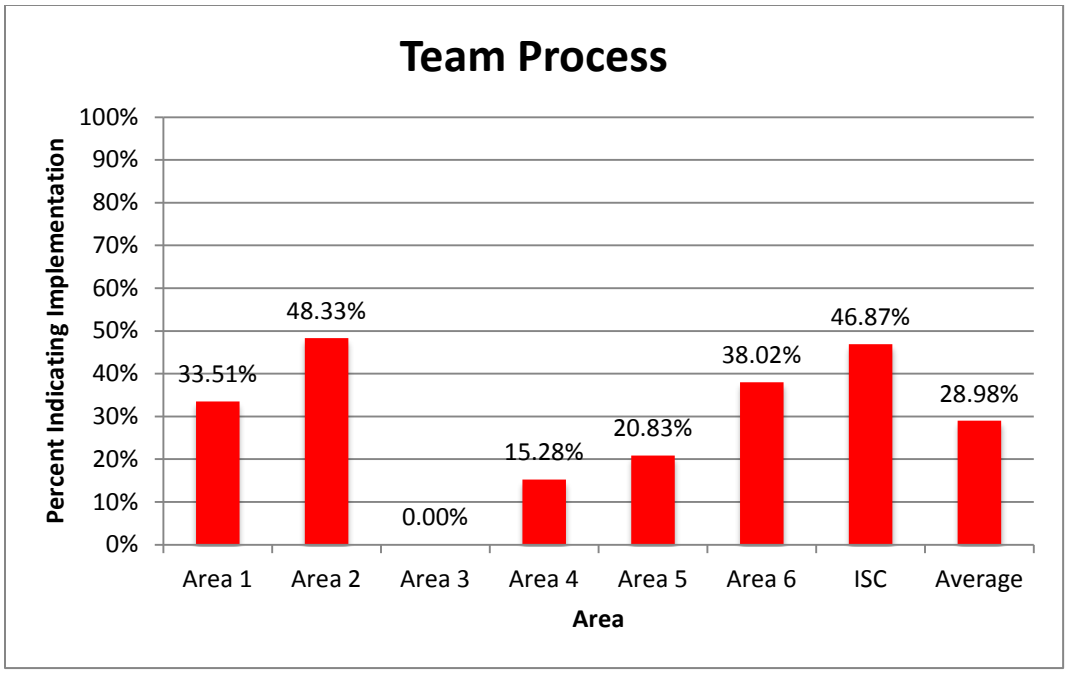

Figure 18. Mean overall SAPSI-S implementation in Team Process domain across Areas.

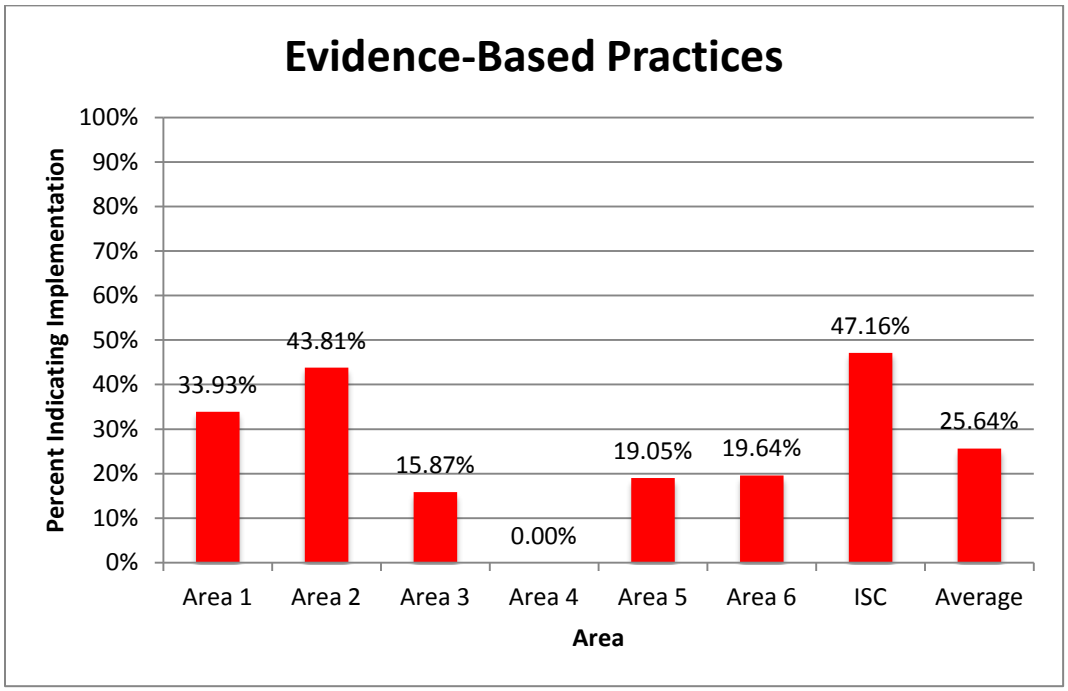

Figure 19. Mean overall SAPSI-S implementation in Evidence-Based Practices domain across Areas.

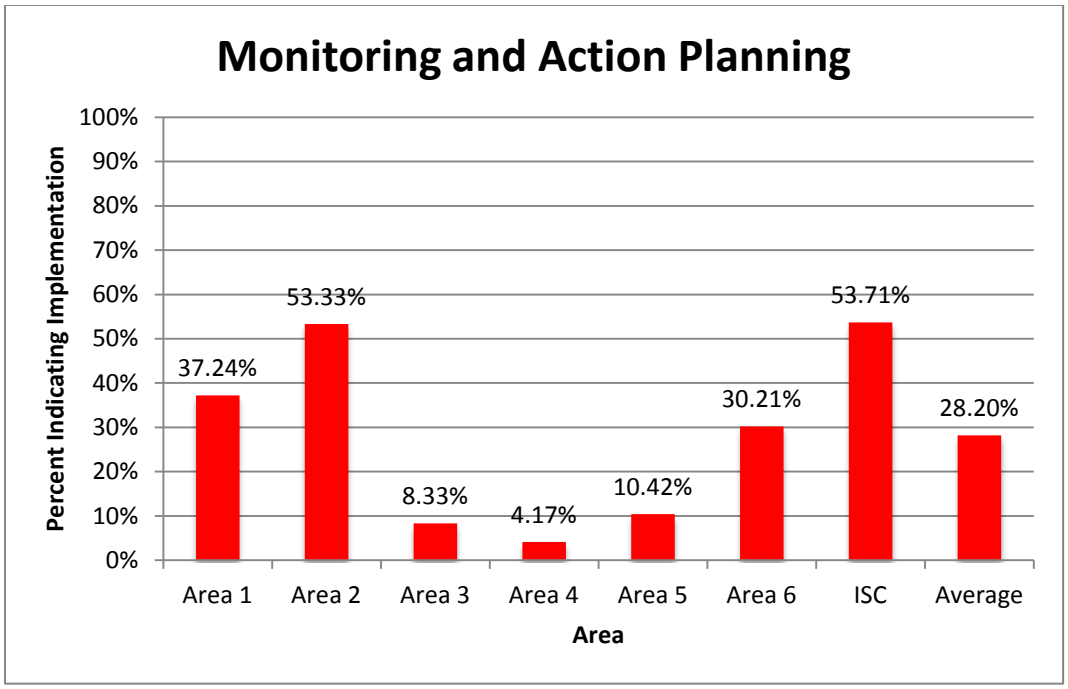

Figure 20. Mean overall SAPSI-S implementation in Monitoring and Action Planning domain across Areas.

Figure 21 represents overall mean scores for the three categories of Reading, Math, and Behavior for all 51 participating schools. The figure displays low levels of reported implementation for all three categories of Reading, Math, and Behavior.

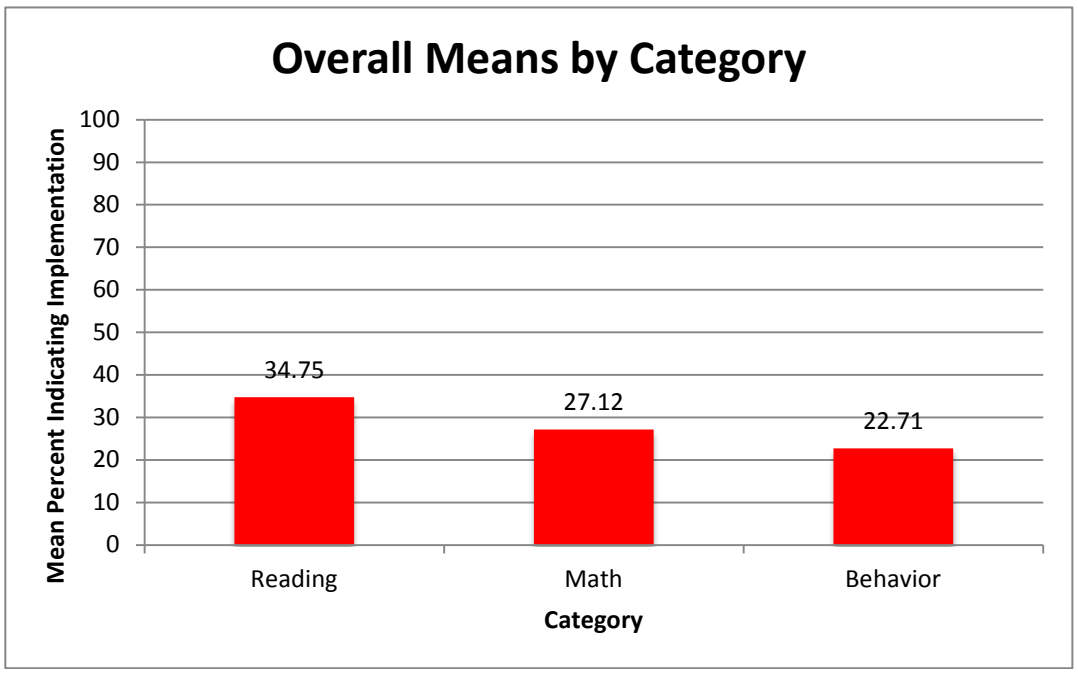

Figure 21. Mean overall SAPSI-S implementation across categories.

Figure 22 below represents mean SAPSI-S scores for reading across all Areas. For reading, there is a large amount of variability across Areas. Implementation ranged from a high of about 53% for Areas 1, 2, and ISC to as low as 10% for Area 3.

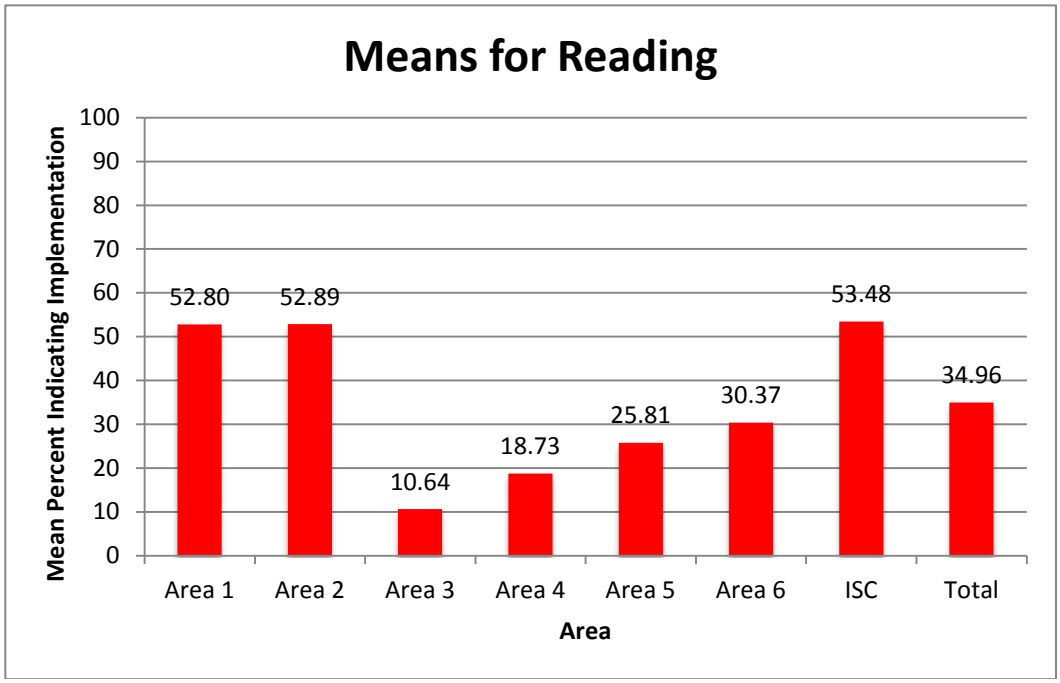

Figure 22. Mean overall SAPSI-S implementation in Reading across Areas.

Figure 23 below represents the mean SAPSI-S scores for the category of Math across all Areas. Overall Total implementation for the Category of Math was lower than reading. In addition, there is somewhat less varibility with the highest single Area reporting about 48% and the lowest Area reporting about 9%.

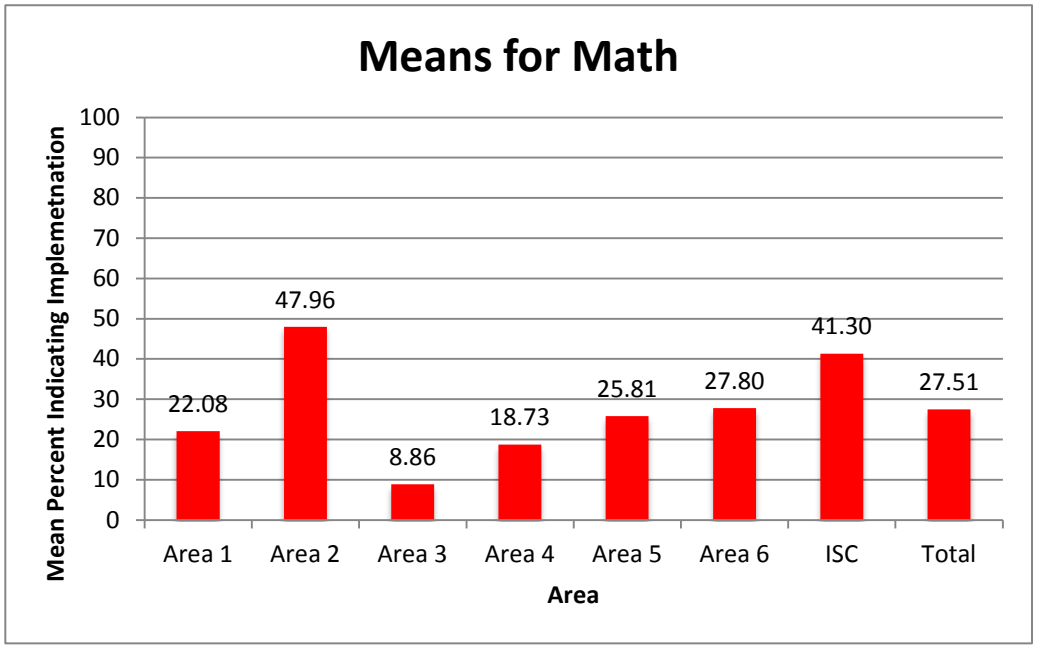

Figure 23. Mean overall SAPSI-S implementation in Math across Areas.

Figure 24 represents the mean SAPSI-S scores for the category of Behavior across all Areas. The figure displays a large amount of variablity across Areas for the category of Behavior. Three Areas report about 40% implementation while the lowest Area reports less than 1% implementation.

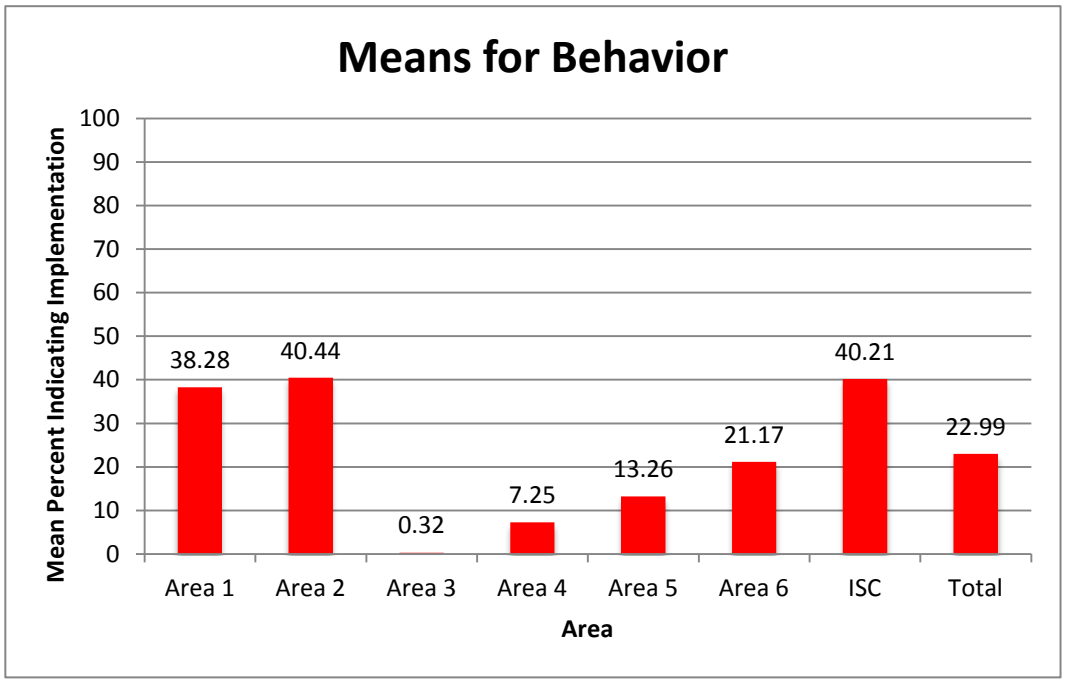

Figure 24. Mean overall SAPSI-S implementation in Behavior across Areas.

IHE Faculty Self-Assessment Survey of Course Content

The IHE Faculty Self-Assessment Survey of Course Content (See Appendix G) was developed by the evaluation team to monitor ongoing efforts to establish RtI/MTSS Implementation in courses at institutions of higher education. Specifically, the faculty rate the extent to which specific topics are covered in their respective courses. Specifically for each topic they are asked to check all that apply of the following (no instruction or assignments; some instructions; assignments; and/or Practicum/Field experience requirement). The IHE Partnership facilitates administration of the IHE Faculty Self-Assessment Survey of Course Content each semester. The first semester of administration was spring 2012.

Table 29 below represents the IHE Faculty Self-Assessment Survey data for the number of responses that were collected from each university.

Response of Universities

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University	Total
# of Responses	7	38	1	6	2	11	6	7	0	78

Table 29. *Number of Respondents Broken Down by University*

Table 30 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which RtI/MTSS is taught to students.

Multi-Tiered System of Support

No Instruction or Assignments	12 (14.81%)
Some Instruction	48 (59.26%)
Assignments	12 (14.81%)
Practicum/field experience required	9 (11.11%)
Total	81 (100%)

Table 30. *Degree to Which RtI/MTSS is Taught to Students*

Table 31 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which RtI/MTSS is taught to students, broken down by University.

Multi-Tiered System of Support by University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	1 (2.56%)	0 (0%)	1 (20%)	1 (25%)				
Some Instruction	0 (0%)	38 (97.44%)	1 (100%)	3 (60%)	1 (25%)				
Assignments	0 (0%)	0 (0%)	0 (0%)	1 (20%)	1 (25%)				
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)				

Table 31. *Degree to Which RtI/MTSS is Taught to Students, Broken Down by University*

Table 32 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which universal core instruction is taught to students.

Universal Core Instruction

No Instruction or Assignments	47 (63.51%)
Some Instruction	9 (12.16%)
Assignments	11 (14.86)
Practicum/field experience required	7 (9.46%)
Total	74 (100%)

Table 32. *Degree to Which Universal Core Instruction is Taught to Students*

Table 33 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which universal core instruction is taught to students, broken down by University.

Universal Core Instruction By University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	37 (100%)	0 (0%)	2 (50%)	0 (0%)				
Some Instruction	1 (50%)	0 (0%)	1 (100%)	2 (50%)	0 (0%)				
Assignments	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)				
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)				

Table 33. *Degree to Which Universal Core Instruction is Taught to Students, Broken Down by University*

Table 34 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which evidence-based practices systems of support are taught to students.

Evidence Based Practices Systems of Support	
No Instruction or Assignments	5 (4.24%)
Some Instruction	53 (44.92%)
Assignments	51 (43.22%)
Practicum/field experience required	9 (7.63%)
Total	118 (100%)

Table 34. *Degree to Which Evidence Based Practices Systems of Support are Taught to Students*

Table 35 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which evidence-based practices systems of support are taught to students.

Evidence Based Practices Systems of Support by University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)				
Some Instruction	1 (33.33%)	38 (50%)	0 (0%)	3 (42.86%)	0 (0%)				
Assignments	1 (33.33%)	38 (50%)	0 (0%)	2 (28.57%)	0 (0%)				
Practicum/field experience required	1 (33.33%)	0 (0%)	0 (0%)	2 (28.57%)	0 (0%)				

Table 35. *Degree to Which Evidence Based Practices Systems of Support are Taught to Students, Broken Down by University*

Table 36 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which the steps of problem solving are taught to students.

Steps of Problem Solving

No Instruction or Assignments	53 (72.6%)
Some Instruction	7 (9.59%)
Assignments	8 (10.96%)
Practicum/field experience required	5 (6.85%)
Total	73 (100%)

Table 36. *Degree to Which the Steps of Problem Solving are Taught to Students*

Table 37 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which the steps of problem solving are taught to students, broken down by University.

Steps of Problem Solving By University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	2 (100%)	38 (100%)	1 (100%)	3 (75%)	0 (0%)				
Some Instruction	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)				
Assignments	0 (0%)	0 (0%)	0 (0%)	1 (25%)	0 (0%)				
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)				

Table 37. *Degree to Which the Steps of Problem Solving are Taught to Students, Broken Down by University*

Table 38 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which the purposes, characteristics, and limitations of different formal and informal assessments are taught to students.

Purposes, Characteristics, and Limitations of Different Formal and Informal Assessments

No Instruction or Assignments	10 (10.53%)
Some Instruction	48 (50.53%)
Assignments	32 (33.68%)
Practicum/field experience required	5 (5.26%)
Total	95 (100%)

Table 38. *Degree to Which the Purposes, Characteristics, and Limitations of Different Formal and Informal Assessments are Taught to Students*

Table 39 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which the purposes, characteristics, and limitations of different formal and informal assessments are taught to students, broken down by University.

Purposes, Characteristics, and Limitations of Different Formal and Informal Assessments By University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	1 (1.69%)	1 (100%)	2 (50%)	0 (0%)				
Some Instruction	1 (50%)	37 (62.71%)	0 (0%)	1 (25%)	0 (0%)				
Assignments	1 (50%)	21 (35.59%)	0 (0%)	1 (25%)	0 (0%)				
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)				

Table 39. *Degree to Which the Purposes, Characteristics, and Limitations of Different Formal and Informal Assessments are Taught to Students, Broken Down by University*

Table 40 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which data-based decision making is taught to students.

Data-based Decision Making

No Instruction or Assignments	9 (7.76%)
Some Instruction	50 (43.1%)
Assignments	27 (23.28%)
Practicum/field experience required	30 (25.86%)
Total	116 (100%)

Table 40. *Degree to Which Data-based Decision Making is Taught to Students*

Table 41 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which data-based decision making is taught to students, broken down by University.

Data-based Decision Making by University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)				
Some Instruction	1 (50%)	38 (49.35%)	0 (0%)	4 (50%)	0 (0%)				
Assignments	1 (50%)	17 (22.08%)	0 (0%)	2 (25%)	0 (0%)				
Practicum/field experience required	0 (0%)	22 (28.57%)	0 (0%)	2 (25%)	0 (0%)				

Table 41. *Degree to Which Data-based Decision Making is Taught to Students, Broken Down by University*

Table 42 below represents the IHE Faculty Self Assessment Survey data for the number of respondents that reported the degree to which positive behavior supports are taught to students.

Positive Behavior Supports

No Instruction or Assignments	31 (32.29%)
Some Instruction	31 (32.29%)
Assignments	29 (30.21%)
Practicum/field experience required	5 (5.21%)
Total	96 (100%)

Table 42. *Degree to Which Positive Behavior Supports are Taught to Students.*

Table 43 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which positive behavior supports are taught to students, broken down by University.

Positive Behavior Supports by University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	2 (100%)	12 (27.12%)	0 (0%)	2 (28.57%)	0 (0%)				
Some Instruction	0 (0%)	22 (37.29%)	1 (50%)	2 (28.57%)	0 (0%)				
Assignments	0 (0%)	21 (35.59%)	1 (50%)	2 (28.57%)	0 (0%)				
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	1 (14.29%)	0 (0%)				

Table 43. *Degree to Which Positive Behavior Supports are Taught to Students, Broken Down by University*

Table 44 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which parent involvement/collaboration is taught to students.

Parent Involvement/Collaboration

No Instruction or Assignments	15 (20.83%)
Some Instruction	47 (65.28%)
Assignments	7 (9.72%)
Practicum/field experience required	3 (4.17%)
Total	72 (100%)

Table 44. *Degree to Which Parent Involvement/Collaboration is Taught to Students*

Table 45 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which parent involvement/collaboration is taught to students, broken down by University.

Parent Involvement/Collaboration by University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	0 (0%)	1 (100%)	2 (40%)	0 (0%)				
Some Instruction	1 (100%)	38 (100%)	0 (0%)	2 (40%)	0 (0%)				
Assignments	0 (0%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)				
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)				

Table 45. *Degree to Which Parent Involvement/Collaboration is Taught to Students, Broken Down by University*

Table 46 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which integrity of implementation is taught to students.

Integrity of Implementation

No Instruction or Assignments	57 (79.17%)
Some Instruction	6 (8.33%)
Assignments	5 (6.94%)
Practicum/field experience required	4 (5.56%)
Total	72 (100%)

Table 46. *Degree to Which Integrity of Implementation is Taught to Students*

Table 47 below represents the IHE Faculty Self-Assessment Survey data for the number of respondents that reported the degree to which integrity of implementation is taught to students, broken down by University.

Integrity of Implementation by University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	2 (100%)	38 (100%)	1 (100%)	4 (100%)	0 (0%)				
Some Instruction	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)				
Assignments	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)				
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)				

Table 47. *Degree to Which Integrity of Implementation is Taught to Students, Broken Down by University*

IHE Syllabus Review Checklist

The IHE Syllabus Review Checklist (See appendix H) was developed by the evaluation team to monitor ongoing efforts to establish RtI/MTSS implementation in courses at institutions of higher education. The IHE Partnership facilitates administration of the IHE Syllabus Review Checklist each semester. The first semester of administration was spring 2012.

Table 48 below represents the IHE Syllabus Review Checklist for the number of responses that were collected from each university.

University	ISU	EIU	WIU	SIU-C	SIU-E	LU-C	NLU	NIU	CSU	Total
Number of Responses	7	38	1	6	2	11	6	7	0	78

Table 48. *Number of Respondents Broken Down by University*

Table 49 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which RtI/MTSS is taught to students.

Multi-Tiered System of Support	
No Instruction or Assignments	8 (7.41%)
Some Instruction	61 (56.48%)
Assignments	23 (21/3%)
Practicum/field experience required	16 (14.81%)
Total	108 (100%)

Table 49. *Degree to Which RtI/MTSS is Taught to Students*

Table 50 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which RtI/MTSS is taught to students, broken down by University.

Multi-Tiered System of Support by University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	0 (0%)	1 (100%)	2 (25%)	0 (0%)	0 (0%)	3 (33.33%)	2 (22.22%)	0 (0%)
Some Instruction	7 (41.8%)	38 (100%)	0 (0%)	4 (50%)	1 (25%)	4 (18.18%)	3 (33.33%)	4 (44.44%)	0 (0%)
Assignments	6 (35.29%)	0 (0%)	0 (0%)	2 (25%)	1 (25%)	10 (45.45%)	1 (11.11%)	3 (33.33%)	0 (0%)
Practicum/field experience required	4 (23.53%)	0 (0%)	0 (0%)	0 (0%)	2 (50%)	8 (36.36%)	2 (22.22%)	0 (0%)	0 (0%)

Table 50. *Degree to Which RtI/MTSS is Taught to Students, Broken Down by University*

Table 51 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which universal core instruction is taught to students.

Universal Core Instruction

No Instruction or Assignments	51 (51.52%)
Some Instruction	19 (19.19%)
Assignments	19 (19.19%)
Practicum/field experience required	10 (10.10%)
Total	99 (100%)

Table 51. *Degree to Which Universal Core Instruction is Taught to Students*

Table 52 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which universal core instruction is taught to students, broken down by University.

Universal Core Instruction By University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	2 (15.38%)	38 (100%)	1 (100%)	1 (12.5%)	0 (0%)	1 (55)	4 (50%)	4(36.36%)	0 (0%)
Some Instruction	5 (38.46%)	0 (0%)	0 (0%)	5 (62.5%)	0 (0%)	4 (20%)	2 (25%)	3 (27.27%)	0 (0%)
Assignments	1 (7.69%)	0 (0%)	0 (0%)	2 (25%)	0 (0%)	8 (40%)	1 (12.5%)	3 (27.27%)	0 (0%)
Practicum/field experience required	1 (7.69%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7 (35%)	1 (12.5%)	1 (9.09%)	0 (0%)

Table 52. *Degree to Which Universal Core Instruction is Taught to Students, Broken Down by University*

Table 53 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which evidence-based practices systems of support are taught to students.

Evidence Based Practices Systems of Support	
No Instruction or Assignments	5 (3.55%)
Some Instruction	64 (45.39%)
Assignments	61 (43.26%)
Practicum/field experience required	11 (7.8%)
Total	141 (100%)

Table 53. *Degree to Which Evidence Based Practices Systems of Support are Taught to Students*

Table 54 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which evidence-based practices systems of support are taught to students.

Evidence Based Practices Systems of Support by University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1 (5%)	2 (22.22%)	1 (9.09%)	0 (0%)
Some Instruction	7 (58.33%)	38 (50%)	0 (0%)	5 (41.67%)	0 (0%)	5 (25%)	4 (44.44%)	5 (45.45%)	0 (0%)
Assignments	4 (33.33%)	38 (50%)	0 (0%)	5 (41.67%)	0 (0%)	8 (40%)	2 (22.22%)	4 (36.36%)	0 (0%)
Practicum/field experience required	1 (8.33%)	0 (0%)	0 (0%)	2 (16.67%)	0 (0%)	6 (30%)	1 (11.11%)	1 (9.09%)	0 (0%)

Table 54. *Degree to Which Evidence Based Practices Systems of Support are Taught to Students, Broken Down by University*

Table 55 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which the steps of problem solving are taught to students.

Steps of Problem Solving

No Instruction or Assignments	50 (55.56%)
Some Instruction	18 (20%)
Assignments	15 (16.67%)
Practicum/field experience required	7 (7.78%)
Total	90 (100%)

Table 55. *Degree to Which the Steps of Problem Solving are Taught to Students*

Table 56 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which the steps of problem solving are taught to students, broken down by University.

Steps of Problem Solving By University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	2 (28.57%)	37 (100%)	1 (100%)	3 (33.33%)	0 (0%)	0 (0%)	4 (50%)	3 (33.33%)	0 (0%)
Some Instruction	3 (43.86%)	0 (0%)	0 (0%)	3 (33.3%)	0 (0%)	7 (36.84%)	2 (25%)	3 (33.33%)	0 (0%)
Assignments	1 (14.29%)	0 (0%)	0 (0%)	3 (33.33%)	0 (0%)	7 (36.84%)	1 (12.5%)	3 (33.33%)	0 (0%)
Practicum/field experience required	1 (14.29%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (26.32%)	1 (12.5%)	0 (0%)	0 (0%)

Table 56. *Degree to Which the Steps of Problem Solving are Taught to Students, Broken Down by University*

Table 57 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which the purposes, characteristics, and limitations of different formal and informal assessments are taught to students.

Purposes, Characteristics, and Limitations of Different Formal and Informal Assessments

No Instruction or Assignments	10 (8.7%)
Some Instruction	60 (52.17%)
Assignments	39 (33.91%)
Practicum/field experience required	6 (5.22%)
Total	115 (100%)

Table 57. *Degree to Which the Purposes, Characteristics, and Limitations of Different Formal and Informal Assessments are Taught to Students*

Table 58 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which the purposes, characteristics, and limitations of different formal and informal assessments are taught to students, broken down by University.

Purposes, Characteristics, and Limitations of Different Formal and Informal Assessments By University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	1 (1.69%)	1 (100%)	2 (25%)	0 (0%)	1 (5.88%)	3 (37.5%)	2 (20%)	0 (0%)
Some Instruction	7 (58.33%)	37 (62.71%)	0 (0%)	3 (37.5%)	0 (0%)	6 (35.29%)	2 (25%)	5 (50%)	0 (0%)
Assignments	5 (41.67%)	21 (35.59%)	0 (0%)	3 (37.5%)	0 (0%)	5 (29.41%)	2 (25%)	3 (30%)	0 (0%)
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (29.41%)	1 (12.5%)	0 (0%)	0 (0%)

Table 58. *Degree to Which the Purposes, Characteristics, and Limitations of Different Formal and Informal Assessments are Taught to Students, Broken Down by University*

Table 59 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which data-based decision making is taught to students.

Data-based Decision Making

No Instruction or Assignments	3 (2.19%)
Some Instruction	65 (47.45%)
Assignments	37 (27.01%)
Practicum/field experience required	32 (23.36%)
Total	137 (100%)

Table 59. *Degree to Which Data-based Decision Making is Taught to Students*

Table 60 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which data-based decision making is taught to students, broken down by University.

Data-based Decision Making by University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	2 (22.22%)	0 (0%)	0 (0%)
Some Instruction	7 (70%)	38 (49.35%)	0 (0%)	6 (54.55%)	0 (0%)	5 (27.78%)	3 (33.33%)	6 (54.55%)	0 (0%)
Assignments	3 (30%)	17 (22.08%)	0 (0%)	3 (27.27%)	0 (0%)	7 (38.89%)	3 (33.33%)	4 (36.36%)	0 (0%)
Practicum/field experience required	0 (0%)	22 (28.57%)	0 (0%)	2 (18.18%)	0 (0%)	6 (33.33%)	1 (11.11%)	1 (9.09%)	0 (0%)

Table 60. *Degree to Which Data-based Decision Making is Taught to Students, Broken Down by University*

Table 61 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which positive behavior supports are taught to students.

Positive Behavior Supports

No Instruction or Assignments	26 (22.41%)
Some Instruction	47 (40/52%)
Assignments	37 (31.9%)
Practicum/field experience required	6 (5.17%)
Total	116 (100%)

Table 61. *Degree to Which Positive Behavior Supports are Taught to Students.*

Table 62 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which positive behavior supports are taught to students, broken down by University.

Positive Behavior Supports by University

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	16 (26.67%)	0 (0%)	2 (22.22%)	0 (0%)	2 (11.76%)	2 (28.57%)	4 (44.44%)	0 (0%)
Some Instruction	7 (58.33%)	22 (36.67%)	1 (50%)	4 (44.44%)	0 (0%)	6 (35.29%)	4 (57.14%)	3 (33.33%)	0 (0%)
Assignments	5 (41.67%)	22 (36.67%)	1 (50%)	2 (22.22%)	0 (0%)	5 (29.41%)	0 (0%)	2 (22.22%)	0 (0%)
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	1 (11.11%)	0 (0%)	4 (23.53%)	1 (14.29%)	0 (0%)	0 (0%)

Table 62. *Degree to Which Positive Behavior Supports are Taught to Students, Broken Down by University*

Table 63 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which parent involvement/collaboration is taught to students.

Parent Involvement/Collaboration

No Instruction or Assignments	13 (14.94%)
Some Instruction	59 (67.82%)
Assignments	10 (11.49%)
Practicum/field experience required	5 (5.75%)
Total	87 (100%)

Table 63. *Degree to Which Parent Involvement/Collaboration is Taught to Students*

Table 64 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which parent involvement/collaboration is taught to students, broken down by University.

Parent Involvement/Collaboration

	Illinois State University	Eastern Illinois University	Western Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	Loyola University-Chicago	National Louis University	Northern Illinois University	Chicago State University
No Instruction or Assignments	0 (0%)	0 (0%)	1 (100%)	2 (28.57%)	0 (0%)	4 (25%)	2 (20%)	4 (57.14%)	0 (0%)
Some Instruction	7 (87.5%)	38 (100%)	0 (0%)	4 (57.14%)	0 (0%)	5 (31.25%)	3 (30%)	2 (28.57%)	0 (0%)
Assignments	1 (12.5%)	0 (0%)	0 (0%)	1 (14.29%)	0 (0%)	5 (31.25%)	2 (20%)	1 (14.29%)	0 (0%)
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (12.5%)	3 (30%)	0 (0%)	0 (0%)

Table 64. *Degree to Which Parent Involvement/Collaboration is Taught to Students, Broken Down by University*

Table 65 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which integrity of implementation is taught to students.

Integrity of Implementation

No Instruction or Assignments	59 (69.41%)
Some Instruction	13 (15.29%)
Assignments	8 (9.41%)
Practicum/field experience required	5 (5.88%)
Total	85 (100%)

Table 65. *Degree to Which Integrity of Implementation is Taught to Students*

Table 66 below represents the IHE Syllabus Review Checklist data for the number of respondents that reported the degree to which integrity of implementation is taught to students, broken down by University.

Integrity of Implementation by University

	ISU	EIU	WIU	SIU-C	SIU-E	LU-C	NLU	NIU	CSU
No Instruction or Assignments	4 (57.1%)	38 (100%)	1 (100%)	5 (83.3%)	0 (0%)	4 (25%)	4 (50%)	3 (33.3%)	0 (0%)
Some Instruction	2 (28.6%)	0 (0%)	0 (0%)	1 (16.7%)	0 (0%)	4 (25%)	2 (25%)	4 (44.4%)	0 (0%)
Assignments	1 (14.29%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (25%)	1 (12.5%)	2 (22.22%)	0 (0%)
Practicum/field experience required	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (25%)	1 (12.5%)	0 (0%)	0 (0%)

Table 66. *Degree to Which Integrity of Implementation is Taught to Students, Broken Down by University*

Qualitative Analysis of IHE Faculty TAC Syllabus Review

In evaluating the extent to which RtI/MTSS is integrated into teacher preparation in Illinois universities, instructional syllabi were analyzed for learning and assessment opportunities intended to prepare preservice teachers for full implementation of RtI/MTSS in nine critical areas (see below). These areas are the focus of the training, coaching, and technical assistance offered to Illinois teacher education faculty through the Institutions of Higher Education (IHE) Network. These nine areas are discussed below with the descriptive findings of the review of syllabi and follow-up surveys and interviews completed by IHE Network Technical Assistance Coaches (TACs) in the 2011-2012 academic year. Generally, few comments were made by the TACs when asked open-ended questions, so any interpretation of the findings shared below should be colored with that understanding. This is a very small sample and is likely to underrepresent the extent to which the preservice teachers in Illinois are learning about some or all of these concepts. The area of the IHE model most likely to receive little explicit attention, however, was the Multi-Tiered Systems of Supports concept as of this evaluation.

Overall, an analysis of syllabi and subsequent survey and interview responses by teacher preparation faculty indicated two distinct approaches. In the first, the syllabi explicitly linked

that area of instruction to a standard, goal, or instructional objective. The appearance of such explicit statements supports pre-service teachers in understanding that they are being conscientiously prepared for an education system that uses Multi-Tiered Systems of Support, focused on a Universal Core of instruction intended to address 80% of student learning needs, and addressing all nine areas in the IHE model. In the second instance, the Technical Assistance Coach (TAC) serving each university "read between the lines" to uncover tacit statements that were sufficiently suggestive that key concepts that support RtI/MTSS were offered as learning and assessment experiences to pre-service teachers. These included an array of learning and assessment opportunities: 1) observation; 2) classroom instruction; 3) assignments; 4) assessments, including one university where a portfolio assessment is used to assess deep learning of content in such areas as the instructional Core and evidence-based practices; 5) guest speakers with particular MTSS expertise; and 6) practicum and field-based experiences. The distinct responses to each area in the IHE framework are offered below:

1. *Multi-Tiered Systems of Support (MTSS):* From this evaluation, there is little evidence that students are given clear objective or standards-based indications that they are studying MTSS. When TACs follow-up with faculty interviews, however, they find several areas that imply opportunities to learn about key MTSS concepts: 1) differentiated instruction per student need and 2) a range of learning opportunities from classroom instruction through practicum and field-based experiences. Overall, the findings suggest that many students may not have an explicit idea of how their courses and field work represent MTSS concepts and practices.

2. *Universal Core Instruction:* Of the faculty responses to the survey and, in some cases interviews, teacher preparation is most attentive to supporting preservice teachers to learn about the instructional Core in literacy, mathematics, language arts and social studies, and other curricular areas. This is not surprising because 80% of instruction for preservice teachers who are not preparing to be special education teachers will be instructed in how to support general education students using exemplary practices with some differentiation. (This is true of several other areas of the survey and interviews as well that are noted below). This is also an area where the preparation for Core instruction tended to be linked to explicitly to standards, unlike the MTSS which was seldom expressly linked to standards and more likely to be implicit in syllabus review and survey and interview responses. However, the standards used were not necessarily based on MTSS or Universal Core instruction models but rather exemplary teaching practices.

3. *Evidence-Based Practices:* As with the Universal Core, this is an area in which one would expect pre-service teachers to be provided with learning opportunities and assessments in this area as a matter of course but not likely as a specific concept linked to instructional practices. In one instance, a faculty member indicated that it was important to alert students to district-selected curriculum as this would be "research-based." In another case, a faculty response raised the issue of appropriate ways to instruct undergraduates in evidence-based practices, indicating that it makes sense to tell students that a practice is evidence-based rather than having them examine the evidence themselves. Generally, this was an area where the term "research-based" was used in syllabi when commentary about this was available.

4. *Steps of Problem-Solving:* This area employs a model that is particular to RtI/MTSS and is less likely to be offered to students as a matter of course. Several responses suggest that problem-solving is common as a general idea, but faculty indicated that they did not use a formal problem-solving model, or they asked for clarification about what is meant by "steps of problem solving." This suggests that this concept may be in the domain of special education and commonly taught frameworks, but from the sparse qualitative data here, this would appear to be an area where few learning opportunities may exist for pre-service general education teachers if a specific approach to problem-solving is intended.

5. *Purposes, Characteristics, and Limitations of Different Formal and Informal Assessments:* This area, like Steps of Problem-Solving, appeared to focus on assessment in general education and not concepts coming from special education, like the use of universal screeners. There were some responses that suggested rich attention paid to assessment, however. Overall, the assessment comments suggested that teacher preparation in this critical area is curriculum-based or context-specific, as with English Language Learners (ELL). Again, this is not surprising given the preparation of general education teachers without some changes to the norms of instruction in the universities.

6. *Data-based Decision Making:* Insofar as general education teachers use data in decision-making, the faculty comments reflect preparation in this area, including examples of grouping for reading, teacher formative assessments, and specialized ELL assessments. The instruction in this area is primarily curriculum-based, it would seem. As a framework of RtI/MTSS, the commentary does not suggest that pre-service teachers have either explicit or implicit learning standards to meet in this area.

7. *Positive Behavior Supports (PBS):* Again, the faculty who responded indicated that: 1) they do not address behavior; 2) they address behavior in a context-specific way (i.e., ELL); 3) they address behavior in a general education sense; or 4) they asked for clarification about what was meant by PBS.

8. *Parent Involvement/Collaboration:* This area included several syllabi that explicitly address a standard or other goal to prepare pre-service teachers to engage parents and collaborate with them. This is not surprising in a general education context wherein there is increased emphasis on families and communities engaging in education.

9. *Integrity of Implementation:* There was some evidence that courses implicitly intended to teach pre-service teachers about implementation integrity. There were also several requests for clarification about what this phrase means.

Psychometric Reliability of the IHE Self Assessment and Syllabus Review Checklist

Kudder Richardson-20 (KR-20) split-half reliability estimates were calculated to determine the internal consistency of the items for the IHE Faculty Self Assessment Checklist and the IHE Syllabus Review Checklist. Table 67 represents the number of items, number of respondents, and KR-20 for the IHE Faculty Self-Assessment of Course Content and the Syllabus Review Checklist.

Split Half Reliability by Scorer type for both IHE Instruments		
	Faculty	**Technical Assistance Coordinator**
No Instruction	.75	.85
Some Instruction	.79	.91
Assignments	.74	.75
Field Experiences	.34	.76
N= 82; Items = 9		

Table 67. *Split-half Reliability by Scorer Type for Each Instrument*

Table 68 below displays the percentage of agreement between Faculty Self-Assessment and Technical Assistance Coordinator Syllabus Review ratings for each level of implementation for the 9 questions.

	No Instruction or Assignments	**Some Instruction**	**Assignments**	**Field Experiences**
Multi-Tiered System of Supports	95.9	60.6	82.9	90.4
Universal Core Instruction	88.6	84.7	88.7	96.0
Evidence Based Practices	98.7	58.6	64.5	97.3
Steps in Problem-Solving	90.6	82.7	90.5	98.7
Purposes, characteristics, and limitations of different formal and informal assessments	100.0	61.8	86.0	98.7
Data-Based Decision Making	92.4	51.6	81.8	94.2
Positive Behavior Intervention Supports	91.1	66.0	84.9	98.7
Parent Involvement	97.1	60.0	97.3	97.5
Integrity	92.0	88.2	97.4	98.7

Table 68. *Percentage of Agreement Between Faculty Self-Assessment and Technical Assistance Coordinator Syllabus Review Ratings*

Remaining Evaluation Questions to be addressed in Upcoming years

Evaluation Question 2. If people implement, do they implement with fidelity?
Evaluation Question 3. If people implement with fidelity, do they sustain the practice(s)?
Evaluation Question 4. If people sustain the practice(s), what is the impact on student outcomes?

Because the 2011-2012 year was a baseline year of training and finalizing selection of participating districts and schools, there are no data to assess a) fidelity of implementation, b) sustainability, or c) impact on sustained implementation. The evaluation plan is to begin to answer question 2 during the 2012-2013 academic year. To accomplish this, activities will include:

1. Gather more fidelity data that will allow increased ratings on the OSEP EBPD rubric for both I-RtI Network and IHE Partnership.
2. Comparing evaluation ratings across years on the OSEP rubric for the I-RtI Network.
3. Comparing evaluation ratings across years on the OSEP rubric for the I-RtI/IHE Partnership.
4. Comparing SAPSI-D data from 2011-2012 to 2012-2013 will allow for a self-assessment of change in implementation at the district level.
5. Comparing SAPSI-S data from 2011-2012 to 2012-2013 will allow for a self-assessment of change in implementation at the building level.

The evaluation plan also includes a process to address questions 3 (i.e. sustainability) and 4 (i.e. student impact) in respective years.

Implications and Recommendations

I-RtI Network

1. One of the major goals of this project is to determine if participants implement practices with fidelity and, in turn, if those practices are sustained over time. In order to determine if this goal is met, fidelity data must be collected at both the district/school levels regarding MTSS implementation and also within the model of PD at all coaching levels. In 2011-2012, no fidelity data were collected on PD delivery. Without these data, linkages cannot be made between district/school MTSS implementation and the PD provided.
2. It is clear that there is significant involvement In PD by multiple districts, schools, and personnel; however, because no fidelity data were collected in 2011-2012 to determine PD effectiveness, greatly increasing involvement of new participants is highly cautioned particularly given the goal of sustainability in this project.
3. Network staff logged 777 hours of PD delivery in 2011-2012. The only evaluation data gathered from those hours were through the two rounds of Networking Meetings. This indicates a lack of monitoring effectiveness of the PD that was delivered. It is recommended that all future trainings (e.g., Networking Meetings, External Coach Meetings) include assessments of skill and knowledge development as a result of this PD.

4. The most common role of PD participant at Networking Meetings in 2011-2012 was that of a general education administrator. However, the majority of participants in non-administrative positions who attended Networking Meetings indicated that in order to implement their "next steps" for implementation, they would be seeking out support from building and district administrators. The evaluation team, therefore, recommends further inclusion of administrators in targeted professional development opportunities.
5. A very high proportion of participants reported that the content and resources provided during the Networking Meetings were aligned with their needs. It is encouraged that Networking Meeting content design and delivery continue in this same fashion. Additionally, it is recommended that staff use the qualitative analyses of Networking Meetings to anticipate future participant needs and design new Networking Meetings accordingly.
6. Upon review of the overall SAPSI-D and SAPSI-S implementation by participating districts and schools, it is recommended that I-RtI Network staff use the data provided to develop a systematic sequence for providing sound PD.
7. Upon review of the SAPSI-D and SAPSI-S data, it is recommended that I-RtI Network staff used the data provided for differentiation of professional development occur across areas (i.e., 1, 2, 3, 4, 5, 6, ISC), by domain (i.e., Consensus, Implementation, Infrastructure), and/or by categories (i.e., Behavior, Reading/Literacy, Math).

IHE Partnership

1. The IHE Partnership completed considerable planning in the first year, as reflected by the technical assistance logs. It is encouraged that, in the 2012-2013 academic year, systematic efforts to provide targeted technical assistance be increased and well documented.
2. One of the major goals of this project is to determine if participants implement practices with fidelity and, in turn, if those practices are sustained over time. In order to determine if this goal is met, fidelity data must be collected by technical assistance coordinators on the TA provided to participating institutions.
3. Based on the IHE Faculty Self-Assessment data, it is apparent that some RtI/MTSS instruction is taking place in the majority of courses. However, teacher candidates are provided fewer opportunities to engage in assignments, practicum, and required field experiences involving RtI/MTSS. This is a consistent finding across all universities. It is recommended that targeted TA be provided to support increases in these areas.
4. An interesting finding related to the IHE Faculty Self-Assessment data is that the majority of faculty report that no instruction or assignments are provided relating to universal core instruction or steps of problem solving. It is recommended that targeted TA be provided to support clarification of this terminology as well as increases/improvements in these areas.

5. Qualitative analyses of open-ended questions on the IHE Syllabus Review Checklist were conducted to determine alignment or misalignment between faculty and TACs. However, few comments were made by the TACs. TACs are encouraged to complete open-ended responses, especially in cases in which misalignment occurs. Additionally, it is recommended that TACs use the qualitative analyses that were gathered to anticipate future participant needs and design new TA accordingly. Technical assistance should be differentiated by university.

Evaluation Team

1. Because the SAPSI-S has such high internal consistency reliability, it is suggested that the SAPSI-S items be reviewed and some potentially eliminated to reduce redundancy.
2. In the first year, the evaluation team was inconsistent in disseminating SAPSI-D and SAPSI-S reports. This will be improved in subsequent years.
3. Some tools, in the fashion they were created, made it difficult to easily disaggregate data. The evaluation team will examine all data collection instruments to make improvements in this area.
4. The IHE Technical Assistance Log did not require inclusion of university name and made it difficult to disaggregate data by university. This problem will be fixed for the 2012-2013 year.
5. Training on administration and use of evaluation tools is also recommended across both the I-RtI Network and IHE Partnership.
6. Several tools (e.g., Coaching and Sustained Support Survey, IHE Student Assessment of Course Content) must be implemented in the 2012-2013 year to gather needed data on effectiveness of PD over time.

Overall Project

1. Representatives from ISBE, ROEs, ISEs related to this project are encouraged to work with state level professional organizations for Illinois teachers and administrators (e.g. Illinois Association of School Administrators, Illinois Principals Association, Illinois School Psychology Association) who provide professional development in order to ensure that there is alignment with the content being disseminated through the SPDG.
2. It is encouraged that a stronger connection be made across activities conducted through the I-RtI Network and the IHE Partnership. With both entities working towards the same common goal (fidelity and sustainability of practices), communication with each other is necessary for a shared vision of RtI/MTSS implementation in Illinois.

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SPDG Evidence-based Professional Development Components
The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications *(Further guidance regarding what these components might look like)*	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
A(1) Selection	Clear expectations are provided for Professional Development (PD) participants. Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants (LF, NIRN, Guskey)	Roles Responsibilities Other descriptions of expectations Requirements for schools/districts described; or The form(s) used for these agreements is provided	Illinois Response to Intervention (I-RtI) Network: 1) Participating districts are identified via a Request for Applications (RFA; Attachment 2a), which specifies criteria for district selection and required district and school commitments. 2) Upon selection, districts are required to sign a District Partnership Agreement (Attachment 2b), which outlines the same commitments specified in the RFA. District and school administrators are required to sign the agreement in order to receive services from the Network. Institutions of Higher Education (IHE) Partnership: 1) The participating IHEs were required to sign and submit standardized agreement letters delineating their responsibilities under the IHE Partnership and consenting to their program's participation (see sample in Attachment 2c). 2) The IHE Partnership sent standardized follow-up letters to IHE deans reiterating the services to be provided by the Partnership and the participating IHE commitments (see sample in Attachment 2d). 3) Upon selection, syllabi will be collected from participating faculty. 4) At least 20% of the syllabi will then be sampled for further analysis and supports for faculty (i.e., training, coaching, and technical assistance (TA)).	3
A(2) Selection	Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (NIRN)	Roles Responsibilities Other descriptions of expectations	I-RtI Network: 1) Postings for Statewide Administrator, Area Wide Instructional Leaders (AWILs), and Lead Coaches job postings delineated specific qualifications and other requirements aligned with the position descriptions (see below). 2) Clearly written job descriptions (Attachment 2e) are in place for all project staff (Statewide Administrator, AWILs, and Lead Coaches) who deliver training and provide follow-up support. Job descriptions are also in place for individuals being directly supported by project staff, i.e., External Coaches and Internal Coaches (see Attachment 2f). 3) External Coaches Cadre RFA (Attachment 2g) clearly describes the expectations for external coaches. 4) Project staff has been required to attend bi-monthly project meetings through which clear expectations are developed and communicated to include evidence-based models for selection, training, TA, coaching, and performance assessments. Staff meeting agendas are aligned to the four main objectives of the I-RtI Network (see sample in Attachment 2h). 5) The project staff will develop and use a PD Rubric to ensure fidelity of a standard PD model (see Attachment 2i). 6) Training content and skills will align with the Self Assessment of Problem-Solving Implementation (SAPSI) fidelity and implementation tool.	3

SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications *(Further guidance regarding what these components might look like)*	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
			IHE Partnership: 1) Clearly written job responsibilities of the IHE Partnership Lead Coordinator and Co-Coordinator are delineated in the position descriptions (see Attachment 2j. 2) Deans at the participating IHEs received a standardized follow-up letter from the IHE Partnership delineating the responsibilities of the Technical Assistance Coordinators, or TACs (see Attachment 2d). 3) Clearly written job responsibilities are in place for the TACs (see Attachment 2j). 4) TACs have been required to attend regular project meetings through which clear expectations have been developed and communicated.	
B(1) Training	Accountability for delivery and quality monitoring of training is clear (e.g., lead person designated and supported)	Role/job descriptions provided Expectations for roles provided	I-RtI Network: 1) A Statewide Project Administrator is assigned to design and oversee training of personnel to implement the state initiative. She will ensure training is sufficient to meet the needs of all participants, including Area Wide Instructional Leaders (AWILs), Lead Coaches, External Coaches, and Internal Coaches involved in the initiative. The Statewide Project Administrator's job description includes supervising the training, development, and work of the staff. 2) Statewide Project Administrator oversees the AWILs and Lead Coaches in the development and delivery of the standardized training materials. Standardized training materials will align with the SAPSI as the implementation driver. IHE Partnership: 1) The Lead and Co-Coordinators are assigned to oversee training of the TACs to implement the Partnership work. They will ensure training is sufficient to meet the TACs' needs. The Lead and Co-Coordinator position descriptions include supervising the training, development, and work of staff. 2) The Lead and Co-Coordinators will oversee the TACs in the development and delivery of any standardized training materials that may be provided to IHE faculty.	2
B(2) Training	Adult learning principles used (NIRN, LF)	• Provides a description of effective learning strategies used (see Trivette & Dunst document)	I-RtI Network: 1) ALL Training/TA will include use of effective adult learning principles and strategies outlined in research. The framework for RtI Network PD will be designed across these categories: preplanning, logistics, outcomes, content, activities for engagement, differentiation, and assess for learning. IHE Partnership: 1) ALL Training/TA will include use of effective adult learning principles that have been viewed in the research as best-suited for higher education. Those strategies include, but are not limited to: self-directed learning and	3

SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications *(Further guidance regarding what these components might look like)*	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
			access to information/samples/materials.	
B(3) Training	Skill-based (NIRN, Guskey)	Describes how training is skill-based Participant behavior rehearsals to criterion with an expert observing Data are collected that demonstrates an increase in the skills of the participants (e.g., pre/post testing of skills) Plans are in place to track the participants' use of new skills	I-RtI Network: 1) The External Coach Basic Skills document (Attachment 2k) outlines the skills that the external coaches will acquire as a result of participation in the training. These skills are based on the SAPSI. The project staff will develop a coaching skills self-assessment to identify pre and post skills annually. 2) Embedded assessments (i.e., application assignments) will monitor skill acquisition during trainings and follow-up application assignments will be used to monitor External Coaches' applied skills. IHE Partnership: The majority of the IHE Partnership work will involve TA and coaching, rather than stand-alone training for IHE faculty delivered by the TACs. As discussed above, it is expected that much of the training for IHE faculty will involve self-directed learning and accessing information/samples/materials.	3
B(4) Training	Outcome data collected and analyzed (pre and post testing) of participant knowledge and skills (NIRN)	Describes how these data are used to make appropriate changes to the training and to provide further supports through coaching	I-RtI Network: 1) Training includes how to collect and use data with audience-specific advice at each level of training. Trainers will be trained on data collection that complies with evaluation guidelines. 2) Data will be collected, analyzed, and interpreted by the evaluation team in conjunction with ISBE staff, the Statewide Network Administrator, AWILs, and Lead Coaches. Analyzed results will be used by the network partners to develop implications for further improvement using evidence-based principles on a biannual basis. 3) The embedded assessments will provide trainers with feedback on areas of implementation necessitating further support through coaching. IHE Partnership: The majority of the IHE Partnership work will involve TA and coaching, rather than stand-alone training for IHE faculty. As discussed above, it is expected that much of the training for IHE faculty will involve self-directed learning and accessing information/samples/materials.	2
B(5) Training	Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)	Describes how fidelity measures are collected and analyzed related to training (e.g. schedule, content, processes, qualification of trainers) Describes how fidelity measures are used to work with trainers (NIRN)	I-RtI Network: 1) Trainers' required experience is outlined in the AWIL and Lead Coach job descriptions (Attachment 2e) 2) The PD Rubric will be used to monitor training delivery. This rubric will be completed by all network staff as a self-assessment/self-monitoring tool and 20% of training activities will include use of the rubric by an outside evaluator. 3) The CASS survey will be conducted annually to provide overall feedback to trainers on the quality, timeliness, and effectiveness of delivery so that support can be modified as needed.	

SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications *(Further guidance regarding what these components might look like)*	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
		Describes how participant feedback is used to improve trainer skills and revise the training content	4) The I-RtI Network Meeting Evaluation Form will be adapted for the purpose of evaluating the training sessions in order to measure participants' perceptions of the extent to which the training increased their knowledge and skills. Trainers will review results and participant comments in order to make improvements in delivery and content of trainings. IHE Partnership: 1) TACs' required experience is outlined in the position description (see Attachment 2j). 2) Although TACs may not deliver stand-alone training to IHE faculty, the IHE Partnership Co-Coordinators will provide guidance and resources to build TACs' knowledge and skills in facilitating self-directed learning. 3) The TAC TA Log acts as a fidelity tool for the TA/coaching provided to IHE staff. Additionally, this tool will be used a by an outside evaluator for 20% of activities conducted by TACs. 4) The IHE Faculty Satisfaction with TA Survey assesses IHE faculty's satisfaction with the TA/coaching provided by the TACs. This 15-item survey is completed one time per semester by any IHE personnel who received TA from a TAC. The external evaluators will analyze the survey data and report the results to the IHE Partnership Co-Coordinators and TACs for use in making improvement in delivery and content of TA/coaching.	4
C(1) Coaching	Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)	Provides a description of responsibilities for the person in charge of coaching and who this person is. Description of how implementation and outcomes data are used to modify coaching strategies Description of supports that are provided to coaches as a result of having these data	I-RtI Network: 1) The Network Statewide Administrator provides support to the AWILs and Lead Coaches, including modeling of effective TA and coaching strategies. 2) The AWILS will provide additional support to the Lead Coaches, including modeling of effective TA and coaching strategies. 3) The AWILs and Lead Coaches will provide oversight of coaching activities related to implementation of the initiative. 4) AWILs and Lead Coaches will have responsibilities related to training in the initiative and training specifically related to coaching activities. 5) The PD Framework will be based upon the SAPSI domains (see Attachment 2i). 6) The AWILs and Lead Coaches will utilize implementation data and performance measures related to coaching and implementation fidelity. 7) Coaches will be provided with data to improve performance and implementation outcomes, including data from the to-be-developed CASS and Coaching Self-Reflection Survey. IHE Partnership: 1) The Lead and Co-Coordinators provide support to the TACs, including	3

Prof Dev Domain	Prof Dev Component	Specifications *(Further guidance regarding what these components might look like)*	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
			communication of clear expectations for TA and coaching delivery and training on carrying out their work with IHE program teams. 2) TACs have been provided with written, step-by-step procedures for conducting the syllabi review process (Attachment 2l). 3) TACs will be provided with data to improve performance and implementation outcomes, including data from the IHE Faculty Satisfaction with TA Survey. The IHE Partnership Lead and Co-Coordinators will review the data with the TACs to identify needed improvements and establish steps for carrying out such improvements.	
C(2) Coaching	Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.	Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). . (LF) Describe how coaches monitor implementation progress Describe how coaches help sustain continuous improvement.	I-RtI Network: 1) The Statewide Administrator will provide the AWILs and Lead Coaches with feedback using data from the PD rubric, Coaching Self-Reflection Survey, and CASS, as well as modeling of TA and coaching skills at staff meetings and, if needed, onsite. 2) AWILs and Lead Coaches will provide feedback to the external coaches using multiple forms of data (e.g., Coaching Self-Reflection Survey and CASS data, direct observational data, ongoing performance on applied skills assignments). 3) AWILs and Lead Coaches will provide ongoing modeling of coaching skills within the coaching-of-coaches sessions as well as onsite at the participating districts. IHE Partnership: 1) The Lead and Co-Coordinators provide guidance to the TACs on TA and coaching through the project meetings and via email communications. A written TA and coaching rubric will be developed to further define TA and coaching strategies. 2) The TACs meet onsite with faculty teams to explain and facilitate the review of program courses, including instructors' completion of the IHE Faculty Survey of Course Content. 3) TACs will meet onsite with faculty teams to review the results of the Faculty Survey and the IHE Syllabus Review Checklist, and faculty will use the data to guide needed changes to syllabi and course content. 4) TACs will meet with faculty teams to support incorporation of RtI/MTSS content into course content and syllabi and fade such support over time to enhance sustainability. 5) The external evaluator will report results of the Educator Preparation in MTSS Survey and MTSS Assessment to the IHE Program Co-Coordinators and TACs. The TACs will, in turn, review the data with IHE faculty teams, who will use the data to inform their progress in implementing RtI content in coursework.	3
D(1)	Accountability for	Role/job description	I-RtI Network:	2

SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications *(Further guidance regarding what these components might look like)*	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
Performance Assessment (Data-based Decision Making)	fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)	provided Describe how fidelity measures are compared with outcomes, are available on a regular basis, and are used for decision-making (NIRN) Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	1) The staff will utilize the SAPSI-S and SAPSI-D to support school and district leadership teams, respectively, to determine the progress of skills and fidelity of implementation. This data will drive decision making for future PD, TA, and coaching. IHE Partnership: The IHE Partnership is still working to determine what this component might look like at the higher education level.	
D(2) Performance Assessment	Data are used to make decisions at all education levels (SEA, regional, LEA, school)	Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students.	I-RtI Network: 1) The external evaluation team creates individual school and district reports on SAPSI-S implementation twice per year for any school/district entering into the SPDG and then once in the spring of each subsequent year. These reports are implementation and improvement drivers. 2) In addition, the SEA I-RtI Network Governing Board, regionally based teams, district leadership teams, and school leadership teams will have at least four people who will meet at least three times per year to discuss barriers to and strategies for continuous improvement in student learning and behavioral outcomes. IHE Partnership: 1) The external evaluator will report results of the Educator Preparation in MTSS Survey and MTSS Assessment to the IHE Program Co-Coordinators and TACs. 2) The TACs will, in turn, review the data with IHE faculty teams, who will use the data to assess the extent to which their courses have increased students' knowledge and skills in RtI over time.	2
D(3) Performance Assessment	Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe the following (at least 2 of the following): How schools/districts plan for proactive staff orientation to the process and procedures Use of Appropriate Data Sources (e.g. for competency - observation) (NIRN)	I-RtI Network: 1) Implementation and student outcomes data will be shared regularly with stakeholders at multiple levels for decision making. IHE Partnership: The IHE Partnership is still working to determine what this component might look like at the higher education level. Because the project is not designed to measure student outcome data, it may not be applicable to the project. The closest measure might be the MTSS Assessment of graduating students' knowledge of RtI/MTSS upon completion of their educator preparation programs.	1

SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications *(Further guidance regarding what these components might look like)*	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
		Use of multiple sources of information to guide improvement and demonstrate its impact. (LF) Prepares educators to apply research to decision making. (LF)		
D(4) Performance Assessment	Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)	Describe how fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN) Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (LF) Describe positive recognition processes in place for participation	I-RtI Network: 1) The SAPSI is our implementation driver. SAPSI action planning tool will be used to develop goals for implementation. The implementation progress will be shared and successes celebrated with the visual implementation graphs received after each administration. IHE Partnership See explanation in the Domain D(3) above.	1
D(5) Performance Assessment	Participants are instructed in how to provide data to the SPDG Project	Procedures described for data collection Guidance provided to schools/districts shared	I-RtI Network: 1) The external evaluators provide data collection training on developed tools for SPDG data collection. The training has taken place at I-RtI Network staff meetings, and external evaluators have been available for ongoing data collection support (primarily through email correspondence). Training on the administration of the SAPSI-S has occurred for I-RtI Network AWILs, Lead Coaches, and external coaches. 2) A list of evaluation tools, with a data collection schedule, is in place and has been shared with project staff, who will share it with External Coaches and district and school teams. 3) The AWILs, Lead Coaches, and External Coaches meet with district and school teams to explain data collection tools, timelines for data collection, and methods of data submission. They also facilitate the teams' completion of the SAPSI-S and SAPSI-D. IHE Partnership	3

SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications *(Further guidance regarding what these components might look like)*	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
			1) The external evaluators provide data collection training on developed tools for SPDG data collection. The training has taken place at IHE Partnership staff meetings, and external evaluators have been available for ongoing data collection support (primarily through email correspondence). 2) A list of evaluation tools, with a data collection schedule, is in place and has been shared with the TACs, who will share it with the IHE faculty teams. 3) TACs will meet with IHE teams to explain the data collection tools, timelines, and submission methods.	
E(1) Facilitative Administrative Support / Systems Intervention	Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation	Role/job description relative to program implementation provided Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	I-RtI Network: 1) Superintendents and implementation site principals are required to sign an agreement of full support in implementation of the I-RtI Network supported practices (see attachment). Superintendents and principals are participants in the district and school leadership teams that receive the training, TA, and coaching. IHE Partnership The IHE Partnership is still working to determine what this component might look like at the higher education level. It will likely involve working with deans and department chairs to determine how their leadership can facilitate systemic implementation of RtI/MTSS in instruction and coursework across their programs.	2
E(2) Facilitative Administrative Support / Systems Intervention	Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work.	Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success. Describe processes for revising policies and procedures to support new way of work.	I-RtI Network: 1) The leadership will use the SAPSI-S and SAPSI-D, along with student progress data, to monitor implementation toward the defined action plan and goals. IHE Partnership The IHE Partnership is still working to determine what this component might look like at the higher education level. It will likely involve working with deans and department chairs to determine how their leadership can facilitate systemic implementation of RtI/MTSS in instruction and coursework across their programs, including changing policies and procedures to support faculty in carrying out systemic change.	2

Appendix B: I-RtI Network Meeting Tool*

**Developed for Illinois State Personnel Development Grant (SPDG; a project of the Illinois State Board of Education) by Illinois State University Evaluation Team and I-RtI Network Personnel*

1. When did you attend this meeting?				
2. Which area(s) attended this meeting? *(check all that apply)*	❑Area 1 ❑Area 2 ❑Area 3 ❑Area 4 ❑Area 5 ❑Area 6 ❑ISC			
3. What was the topic of the meeting?				
4. To what extent did the Network Meeting topic(s) align to your needs to support implementation of a Multi-Tiered System of Supports (MTSS)? *(please check only one)*	To a Great Extent	To Some Extent	To Very Little Extent	Not at All
	❑	❑	❑	❑
5. To what extent did the resources and information shared at the meeting provide you with a practical next step to apply to support implementation of a MTSS? *(please check only one)*	To a Great Extent	To Some Extent	To Very Little Extent	Not at All
	❑	❑	❑	❑
6. Please list one next step that you plan to take toward the implementation of a MTSS.				
7. When do you plan to take this next step? *(please check only one)*	❑ Tomorrow ❑ Within the next week ❑ Within the next month ❑ Other, please specify _____			
8. Please list any potential barriers to implementation.				

9. How will you obtain support for implementing this next step? Seek support from (choose one):	❑District Administrator ❑Building Administrator ❑Internal Coach ❑External Coach ❑I-RtI Network Lead Coach
10. What are the best features of the networking meeting?	
11. What suggestions do you have for future meetings to better meet your needs?	

Appendix C: I-RtI Network PD Participation Chart (Month xx, 2011

	Level of Contact					Type of Contact					Type of PD Delivered (refer to project definitions on Sheet 2)			
Date of Contact (Group contacts for same district together)	District	School	Coach	Name of Contact (e.g., Bloomington Dist. 87)	Duration of Contact (to nearest 30 min.)	E-Mail	Phone	Video/Webinar conference	Face-to-Face Team/Group	Face-to-Face Individual	Training	Technical Assistance	Coaching	Total # of Participants (automatically calculates)
1/9/12	1			Springfield Dist. 186	2.5				1			1		14
1/23/12	1			Springfield Dist. 186	2								1	0
2/6/12	1			Springfield Dist. 186	1.5							1	1	0
2/16/12		1		Springfield High	3				1			1		11
3/8/12		1		Springfield High	2.5			1				1		
			1	District Coach	0.5		1						1	1
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
TOTAL	3	2	1		12	0	1	1	2	0	0	4	3	26

***Related Services Personnel** = *school social workers, school psychologists, speech-language pathologists, OTs, PTs.*

Role of Each Participant (indicate # present from each group)									
Parent	Gen Ed Admin	Spec Ed Admin	Gen Ed Teacher	Spec Ed Teacher	Related Services*	Paraprofessional	ROE Personnel (e.g., SSoS coach)	Other	Specify "Other" positions with corresponding numbers for each
1	5	2	2	2	1	0	1		
1	1	1	2	2	2	1	1		
								1	RtI Coach
2	6	3	4	4	3	1	2	1	

Appendix D: 2011-2012 SAPSI-S

ILLINOIS STATE UNIVERSITY – ILLINOIS RTI NETWORK EXTERNAL EVALUATION

SELF-ASSESSMENT OF PROBLEM SOLVING IMPLEMENTATION-SCHOOL LEVEL (SAPSI-S) Administration Instructions

Purpose

The Self-Assessment of Problem Solving Implementation-School Level (SAPSI-S) monitors ongoing efforts to establish permanent problem solving procedures, tools, and products and thereby implement a multi-tiered system of supports (MTSS). The categories of products listed below are those of interest for the evaluation process and were considered when developing the SAPSI-S questions. It is important that schools are able to make these products available as documentation to support the responses to the questions below.

Screening data (CBM, SWIS)

Evidence of progress monitoring

Training (Training Logs or Sign in sheets)

School Improvement Plans

District/Building Reports

Building Meeting Minutes/Notes

Building RtI Plans

Note: In the comments boxes provided at the end of each page, please specify the documentation sources that support your SAPSI-S responses.

Administration

The SAPSI-S is to be administered with data collection schools participating in the Illinois RtI Network. The external or internal coach is expected to work with the school team to complete the tool once each academic year in the spring. It may, however, be administered more frequently at a school's discretion in order to assist with additional action planning. While schools are not required to produce all documentation for the SAPSI-S to be completed, evidence to support the items checked must be available to the coach as needed. The SAPSI-S is to be completed online by March 1 for the 2012 administration.

1.

Illinois RtI Network

Self-Assessment of Problem Solving Implementation-School Level (SAPSI-S)

School Name:

Date of Report:

District Name & Number:

County:

INSTRUCTIONS

Complete and submit one time per school year.

The school leadership team should complete this checklist once in the spring to monitor activities for implementation of MTSS tasks in the school.

2.

School Leadership Team Members Completing this Form

Please enter the NAMES and TITLES of those completing this form.

Name					
Title					
Name					
Title					

Consensus: Comprehensive Committment and Support

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

3. Date Completed

4. **<u>District Level Leadership Provides Active Commitment and Support.</u>**

Please check all that have been fully and consistently implemented at your school for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Leadership team meets regularly (recommended monthly).	☐	☐	☐
Multi-Tiered System of Supports (MTSS) and problem solving implementation are included in district and school improvement plans.	☐	☐	☐
District RtI plan has been shared with all school teams.	☐	☐	☐
Overview of District RtI plan and district commitment is presented to school level teams.	☐	☐	☐
Overview of District RtI plan and district commitment is presented to school board members.	☐	☐	☐

5. A school leadership team is established.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
School leadership team represents the roles of an administrator, facilitator, coach, data mentor, content specialist, parent, and representative teachers.	☐	☐	☐
Team meets regularly (recommended monthly).	☐	☐	☐
Agendas are established for each team meeting.	☐	☐	☐

6. The School leadership provides support and active involvement (e.g., principal actively involved in leadership team meetings).

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Consistent two-way communication occurs between school level leadership and staff to provide opportunities for staff input and feedback.	☐	☐	☐
Professional development communities are created with targeted content related to MTSS.	☐	☐	☐
MTSS is one of the top 3 goals on the School Improvement Plan (SIP).	☐	☐	☐

7. Faculty and Staff support MTSS.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Data are collected from faculty/staff to assess the level of involvement and support.	☐	☐	☐
A process is in place to gain support from existing and new faculty/staff.	☐	☐	☐
Data collected indicate that the majority of faculty/staff are supportive of implementation.	☐	☐	☐

8. Faculty and staff support the development of community and parental awareness.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Overview of MTSS model and school commitment is presented to community members.	☐	☐	☐
Overview of MTSS model and school commitment is presented to parents.	☐	☐	☐
Overview of MTSS model is provided in the school handbook, district website, parent brochure, and/or as part of curriculum night or open house.	☐	☐	☐

9. The role of parents as partners in the MTSS process is defined.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
A process for identifying parents to participate on district and school leadership teams is in place.	☐	☐	☐
Specific activities Parent Leader(s) will engage in as part of the leadership team are defined (e.g., attend trainings with staff, develop/edit parent materials, co-present with school staff an overview of MTSS to PTO/PTA).	☐	☐	☐

10. Comments and Evidence of Comprehensive Commitment and Support.

Infrastructure: Development of a Three-Tiered System

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

11. Existing resources and tools are identified.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Current assessments at each tier are assessed.	☐	☐	☐
Current core instruction is assessed.	☐	☐	☐
Interventions in place at each tier are assessed.	☐	☐	☐
Current human resources and personnel work assignments are assessed.	☐	☐	☐
Usage of time for instruction and meetings is assessed.	☐	☐	☐
Current assessment or intervention practices that could be abandoned or reduced in frequency are identified.	☐	☐	☐

12. School staff/District has a process to select evidence-based practices.

Please check if this item has been fully and consistently implemented for Reading/Literacy for SIX OR MORE MONTHS.

	Reading/Literacy
Procedures for selection of practices and programs based on Scientifically-Based Reading Research (SBRR) are clearly stated.	☐

13.

Please check if the item has been fully and consistently implemented for Math for SIX OR MORE MONTHS.

	Math
Procedures for selection of Scientifically-Based Math instruction are clearly stated.	☐

14.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Procedures for selection of scientific, research-based instructional practices and interventions are clearly stated.	☐	☐	☐
Overview of building RtI plan and building commitment is presented to school level teams.	☐	☐	☐

15. A data collection system is in place.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Tier 1 universal data tools and frequency of administration are identified.	☐	☐	☐
Tier 2 progress monitoring data tools and frequency of administration are identified.	☐	☐	☐
Tier 3 progress monitoring data tools and frequency of administration are identified.	☐	☐	☐
Diagnostic tools to identify student strengths and weaknesses are identified, with guidelines on when to use such tools.	☐	☐	☐
All tools are scientifically based for the purpose for which they will be used.	☐	☐	☐
Technology to collect and analyze data is identified.	☐	☐	☐

16. School team determines professional development needs to implement MTSS.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Assessment tools and related professional development needs are identified at each tier.	☐	☐	☐
Core instruction and related professional development needs are identified.	☐	☐	☐
Intervention tools and related professional development needs are identified at each tier.	☐	☐	☐
Professional needs to implement Data Based Decision Making are identified.	☐	☐	☐

17. Problem Solving Team(s) are established to address issues at Tiers 1, 2, and 3.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Team members include representatives from the following groups: General education, special education, administration and related service personnel, including at least one person who is skilled in: Reading/Literacy, Math, Behavior Assessment. Parent and community members are included when appropriate.	☐	☐	☐
Members are selected based on skills required for each tier.	☐	☐	☐

18. School has established an MTSS.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Scientifically, research-based Tier 1 differentiated, core instruction is in place across all grade levels.	☐	☐	☐
Scientifically, research-based Tier 2 supplemental instruction/interventions are in place across all grade levels.	☐	☐	☐
Scientifically, research-based Tier 3 intensive instruction/interventions are in place across all grade levels.	☐	☐	☐
Instructional Planning Form (IPF) (or similar form) is developed.	☐	☐	☐
Graphs with evidence of program change based on progress (sufficient data above or below aim-line) are available for team meetings.	☐	☐	☐

19. Tier One Components.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Staff has common planning time.	☐	☐	☐
School-wide data are reviewed.	☐	☐	☐
Analysis of core curriculum is conducted.	☐	☐	☐
Decision-making rules are explicitly stated in procedures to identify students needing interventions.	☐	☐	☐
Basic recommendations for core curriculum are made.	☐	☐	☐
Curricula and instruction are monitored for fidelity of implementation.	☐	☐	☐
Decisions are made by individuals with skills to address the components above.	☐	☐	☐

Partnering with parents occurs on issues related to core curriculum.	☐	☐	☐

20. Tier Two Components.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Communication with parents occurs regularly.	☐	☐	☐
Staff has common planning time.	☐	☐	☐
Progress monitoring data are reviewed through use of graphs.	☐	☐	☐
Tier 2 standard protocol interventions or problem solving is utilized.	☐	☐	☐
Decision-making rules are explicitly stated in procedures to match students' needs to interventions.	☐	☐	☐
Plans are developed for groups of students.	☐	☐	☐
Interventions are monitored to ensure they are evidence-based and implemented with fidelity.	☐	☐	☐
Decisions are made by individuals with skills to address the components above.	☐	☐	☐

21. Tier Three Components.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Communication with parents occurs regularly.	☐	☐	☐
Staff has common planning time.	☐	☐	☐
Individualized assessments are conducted as needed.	☐	☐	☐
Decision-making rules are explicitly stated in procedures to match students' needs to interventions.	☐	☐	☐
Individual problem solving occurs related to student needs and intervention development.	☐	☐	☐
Interventions are monitored to ensure they are implemented with fidelity.	☐	☐	☐
Progress monitoring data are reviewed through use of graphs.	☐	☐	☐
More intensive levels of support are facilitated.	☐	☐	☐
Decisions are made by individuals with skills to address the components above.	☐	☐	☐

22. Comments and Evidence of Development of a Three-Tiered System.

Implementation: Decision Making

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

23. Assessment data (e.g., CBM) are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Decision-making rules are utilized to identify students needing intervention(s).	☐	☐	☐

24. A protocol is utilized to match student needs to interventions.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Student's specific skill needs are identified.	☐	☐	☐
Interventions are selected with an alignment to the student's needs.	☐	☐	☐
All students at the Tier 2 level (e.g., below predetermined cut scores or At-Risk) receive Tier 2 intervention.	☐	☐	☐
All students at the Tier 3 level (e.g., below predetermined cut scores or below Basic level) receive Tier 3 intervention.	☐	☐	☐
Instructional Planning Form (IPF) or similar form is used to document interventions, skills, key personnel, times, and progress monitoring data sources.	☐	☐	☐

25. Comments and Evidence of Decision Making.

Implementation: Professional Development

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

26. Continuous professional development related to MTSS is provided to all key staff.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
A school administrator attends all professional development activities and meetings.	☐	☐	☐

95% of teachers attend 95% of professional development activities and meetings.	☐	☐	☐
95% of paraprofessionals who provide direct services attend 95% of professional development activities and meetings.	☐	☐	☐

27. <u>Continuous professional development related to MTSS is provided to parents.</u>

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Systematic efforts are made to educate parents about the area(s) of support in which their child is receiving intervention(s).	☐	☐	☐
Continuous parent outreach and support occurs.	☐	☐	☐
Continuous professional development is provided to facilitate and reinforce understanding and implementation of interventions at home.	☐	☐	☐

28. Comments and Evidence of Continuous Professional Development

Implementation: Establish and Maintain Team Process

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

TEAMS IMPLEMENT EFFECTIVE PROBLEM-SOLVING PROCEDURES INCLUDING:

29. <u>Problem is defined in measurable and observable terms.</u>

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
"Problem" is defined as a data-based discrepancy between what is expected and what is occurring (including use of peer benchmark data).	☐	☐	☐

30. <u>Problem analysis is conducted using available data and evidence-based hypotheses.</u>

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Hypotheses are generated based on alterable variables.	☐	☐	☐
Available data are used to determine if the hypotheses generated are likely barriers to the target skill/behavior being performed.	☐	☐	☐

31. Goals for each tier/target behavior are clearly defined.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Goals contain specific conditions, observable and measurable targets, specific action(s) (e.g., read orally), and specific timeline for achievement.	☐	☐	☐
Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined.	☐	☐	☐

32. Evidence-based interventions are implemented.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Intervention plans are based on strategies that have been demonstrated as effective through research.	☐	☐	☐
Interventions are based on problem identification and problem analysis.	☐	☐	☐
Interventions align with students' skill needs.	☐	☐	☐

33. System is implemented to ensure that interventions are being implemented with integrity.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Intervention plan is implemented as intended.	☐	☐	☐
Tools (e.g., intervention checklists) and other methods for documenting intervention fidelity are utilized.	☐	☐	☐

34. Intervention support personnel are identified and scheduled for all interventions.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Intervention personnel are trained in the interventions they are implementing.	☐	☐	☐
Intervention personnel are assigned to align with intervention delivery needs.	☐	☐	☐
Staff are identified to ensure fidelity of interventions and to provide support in implementation to intervention personnel.	☐	☐	☐

35. Problem-Solving process is assessed through systematic data collection and analysis.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Benchmark and/or ongoing progress monitoring data are collected.	☐	☐	☐
Benchmark and/or ongoing progress monitoring data are used to determine how student responded to instruction/intervention.	☐	☐	☐

36. Results of data analysis are used to make changes to interventions.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Determination of intervention revisions/changes are based on a uniform and systematic process (e.g., rate of improvement (ROI) less than 50% of target for more than 3 weeks triggers a change in intervention shown on individual student graphs).	☐	☐	☐

37. Parents are routinely considered in development and implementation of interventions.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
In planning interventions, parents are routinely considered as part of intervention plans.	☐	☐	☐
Interventions are fully explained to parents.	☐	☐	☐
Parent(s) are involved in development and implementation of interventions at home (as appropriate).	☐	☐	☐
Three or more parent contacts are made and documented for all students receiving Tier 2 and 3 interventions.	☐	☐	☐

38. Student progress reports are distributed and explained to all relevant parties.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Classroom teachers.	☐	☐	☐
Classroom/student support staff.	☐	☐	☐
Parents.	☐	☐	☐
Special education personnel.	☐	☐	☐

39. Comments and Evidence of Schools Establishing and Maintaining Team Process.

Implementation: Evidence-Based Practices

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

40. A school-wide assessment system for identifying and monitoring progress of all students is implemented.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Benchmark assessment for all students occurs at least 3 times each year.	☐	☐	☐

Progress monitoring for students at Tier 2 occurs at least 2 times per month.	☐	☐	☐
Progress monitoring occurs weekly for students at Tier 3, including students with IEPs.	☐	☐	☐

41. <u>Student outcome data are analyzed.</u>

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Evidence shows movement through the tiers is dynamic based on multiple data points and sources rather than based only on Fall status/benchmarking.	☐	☐	☐
Student graphs show evidence of changes in interventions.	☐	☐	☐
School-wide data are used to assess program effectiveness.	☐	☐	☐
Effectiveness of each tier's interventions (based on group data) is assessed.	☐	☐	☐

42. Comments and Evidence of Implementing Evidence-Based Practices.

Implementation: Monitoring and Action Planning

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

43. <u>Data are used to create an action plan.</u>

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Action items are based on self-evaluation (e.g., SAPSI-S).	☐	☐	☐
Strengths and needs are identified including: interventions, assessments, staff skills, and teaming.	☐	☐	☐
Needs-based professional development is created.	☐	☐	☐
Evidence of data-based learning goals for all students at Tier 1 exists.	☐	☐	☐
Evidence of group and individual level goals for Tier 2 exists.	☐	☐	☐
Evidence of group and individual level goals for Tier 3 exists.	☐	☐	☐

44. <u>School Improvement Plan (SIP) is continually monitored for integrity of implementation.</u>

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Timelines for task completion are set.	☐	☐	☐

Specific people are identified to complete tasks.	☐	☐	☐
School-based leadership meets to review data and implementation issues.	☐	☐	☐
Status report on action plan is developed.	☐	☐	☐

45. Effectiveness of School Improvement Plan implementation is assessed.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Priorities are assessed based on data (e.g., completion, fidelity, outcomes).	☐	☐	☐
Revisions are made to the SIP based on ongoing analysis of implementation integrity and outcome data.	☐	☐	☐

46. Staff is provided with regular status reports.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Format and frequency for communicating successes and needs have been determined.	☐	☐	☐
Implementation successes are identified.	☐	☐	☐
Continuing needs are identified.	☐	☐	☐
Progress and identified needs are regularly discussed as part of staff meetings.	☐	☐	☐

47. Comments and Evidence of Implementing Monitoring and Action Planning.

Appendix E: 2011-2012 SAPSI-D

Purpose and Target Participants

Purpose and Target Participants: The Self-Assessment of Problem Solving Implementation at the District Level (SAPSI-D) monitors ongoing efforts to establish permanent problem solving procedures, structures, tools and products in the implementation of a multi-tiered system of supports (MTSS). The district leadership team should complete the SAPSI-D once each academic year in the spring. The SAPSI-D can, however, be completed more frequently (e.g. once per semester) for the purposes of further district level planning.

Administration Directions

Please complete each item that applies to your district's implementation status this year. Be certain to complete your implementation status for each domain (i.e., Behavior, Reading/Literacy, and Math) and for general questions (i.e., Yes box) only if that item has been fully and consistently implemented for SIX OR MORE MONTHS.

You must be able to document with a tangible product that these components are in place (see example products of evidence within each question). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-D is completed, data are stored electronically at Illinois State University.

1.

Illinois RtI Network

Self-Assessment of Problem Solving Implementation (SAPSI)*

School Name:	
Date of Report:	
District Name & Number:	
County:	

2.

District Leadership Team Members Completing this Form

Please enter the NAMES and TITLES of those completing this form.

	Name	Title
1		
2		
3		
4		
5		
6		
7		
8		

9		
10		
11		
12		
13		
14		
15		

Consensus and Commitment

Please complete each item that applies to your district's implementation status this year. Be certain to complete your implementation status for each domain (i.e., Behavior, Reading/Literacy, and Math) and for general questions (i.e., Yes box) only if that item has been fully and consistently implemented for SIX OR MORE MONTHS.

You must be able to document with a tangible product that these components are in place (see example products of evidence within each question). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked.

3. District Leadership Team has regular (monthly) meetings scheduled.

	Yes
Example Product(s) of Evidence: District Leadership Team Meeting Schedule, Agendas, Meeting Minutes	☐

4. District Leadership Team includes members from schools, parents, community, etc.

	Yes
Example Product(s) of Evidence: Meeting Minutes/Notes	☐

5. Multi-tiered System of Supports (MTSS) is a standing agenda item for District Leadership Team.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: Meeting Agenda, Meeting Minutes/Notes	☐	☐	☐

6. District has RtI Plan/Operations Manual.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: District RtI Plan/Operations Manual	☐	☐	☐

7. District Professional Development Plan is aligned to the RtI and District Improvement Plan goals.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: District Professional Development Plan, District Improvement Plan, District RtI Plan	☐	☐	☐

8. District Leadership Team plans for coordination of projects/initiatives being implemented in the district.

	Yes
Example Product(s) of Evidence: Meeting Agendas, Meeting Minutes/Notes, District Professional Development Plan, District Improvement Plan	☐

9. Annual reports of MTSS functioning within the district are given to the school board.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: Meeting Minutes/Notes, School Board Report	☐	☐	☐

10. Resources, including financial, are allocated to MTSS.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: Meeting Minutes/Notes, Budget	☐	☐	☐

11. Data are continually reviewed at the district level regarding individual schools' implementation of MTSS, including fidelity data.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: District Meeting Agendas, SAPSI-S Data, Evaluation Reports	☐	☐	☐

12. District communicates its expectations for school-level MTSS implementation in a consistent and systematic way.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: Meeting Minutes, Memos, District Improvement Plan, District Rti Plan	☐	☐	☐

13. District agrees upon best practices for MTSS implementation at the school level.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: District RtI Plan/Operations Manual	☐	☐	☐

14. Additional Comments regarding Consensus and Commitment.

Infrastructure

Please complete each item that applies to your district's implementation status this year. Be certain to complete your implementation status for each domain (i.e., Behavior, Reading/Literacy, and Math) and for general questions (i.e., Yes box) only if that item has been fully and consistently implemented for SIX OR MORE MONTHS.

You must be able to document with a tangible product that these components are in place (see example products of evidence within each question). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked.

15. District has written procedures for the selection of core curricula, instruction, and tiered interventions based on Scientifically-Based Reading Research (SBRR).

	Yes
Example Product(s) of Evidence: District RtI Plan/Operations Manual	☐

16. District has written procedures for the selection of scientifically based math core curricula, instruction, and tiered interventions based on the National Research Council.

	Yes
Example Product(s) of Evidence: District RtI Plan/Operations Manual	☐

17. Assessments for the purposes of screening, diagnostics, progress monitoring, and evaluation are identified across grade levels within the district for reading.

	Yes
Example Product(s) of Evidence: District RtI Plan/Operations Manual	☐

18. Assessments for the purposes of screening, diagnostics, progress monitoring, and evaluation are identified across grade levels within the district for math.

	Yes
Example Product(s) of Evidence: District RtI Plan/Operations Manual	☐

19. District assessments used across grade levels are scientifically based for the purpose for which they will be used.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: Formative and Summative Assessments, with Accompanying Reliability and Validity Information	☐	☐	☐

20. District has written documentation of decision-making rules to identify students needing intervention (e.g., trendline of at least 5 data points used; dual discrepancy criteria, established benchmarks).

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: District RtI Plan/Operations Manual, Student Outcome Data	☐	☐	☐

21. Written district policies and procedures (e.g., RtI Plan) are available to all staff within the school buildings.

	Yes
Example Product(s) of Evidence: District RtI Plan/Operations Manual	☐

22. District Leadership Team creates a system to ensure that school-level actions, curricula, instruction, and interventions are being implemented with fidelity.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: Evaluation Protocols (for principals and/or teachers), Organizational/Process Chart	☐	☐	☐

23. A plan (i.e. tools, personnel, frequency) for measuring fidelity of curricula, instruction, interventions, and assessment has been developed.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: District RtI Plan/Operations Manual, Organizational/Process Chart	☐	☐	☐

24. Additional Comments Related to Infrastructure.

Implementation

Please complete each item that applies to your district's implementation status this year. Be certain to complete your implementation status for each domain (i.e., Behavior, Reading/Literacy, and Math) and for general questions (i.e., Yes box) only if that item has been fully and consistently implemented for SIX OR MORE MONTHS.

You must be able to document with a tangible product that these components are in place (see example products of evidence within each question). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked.

25. District Leadership Team uses self-assessment data, fidelity data, and student outcome data to identify strengths, needs, and action plans.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: Dissemination of Data-Based Reports/Analysis, Action Plan	☐	☐	☐

26. Results of data analysis are used to make changes to the district's action plan and/or District Improvement Plan.

	Yes
Example Product(s) of Evidence: Sequential Drafts of District Action Plan and/or District Improvement Plan	☐

27. Provide continuous professional development (i.e., coaching, professional learning communities, workshops, networking meetings) related to MTSS as aligned with the district and school improvement goals.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: Professional Development Plan, District Improvement Plan	☐	☐	☐

28. Systematic efforts for communication with parents to facilitate and reinforce an understanding of MTSS.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: Newsletters, Workshops, Conferences, Website, Surveys	☐	☐	☐

29. District Improvement Plan is monitored based on an ongoing analysis of implementation fidelity of curriculum and instruction best practices with the fidelity data reviewed alongside student outcome data.

	Yes
Example Product(s) of Evidence: Analysis of Fidelity Data	☐

30. System for sharing ongoing district progress reports and implementation outcome data.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: Dissemination Reports to Multiple Stakeholder Groups (e.g., Community, Parents, School Administration, Teachers/Staff)	☐	☐	☐

31. Analyzed current practices (e.g., meetings, assessments, interventions) and abandoned practices that are redundant in function or no longer needed.

	Behavior	Reading/Literacy	Math
Example Product(s) of Evidence: District RtI Plan, District Improvement Plan, Meeting Minutes	☐	☐	☐

32. Additional Comments Regarding Implementation.

33. Please enter an email address of the person who should receive a confirmation of completion of the SAPSI-D.*

34. Please enter an additional email address of another person who should receive a confirmation of completion of the SAPSI-D.*

ILLINOIS STATE UNIVERSITY
Illinois' first public university

Appendix F: Faculty Self-Assessment of Course Content 2011-2012

1. Date of Completion (mm/dd/yyyy)*

2. University *

-- Please Select --

3. Primary Course Area *

-- Please Select --

4. Course number*

5. Is this course a required/core course for preservice teachers?*

-- Please Select --

6. Semester*

-- Please Select --

7. In which area is the course required?*

-- Please Select --

Directions: Please rate the level of coverage for each of the elements below within the course you teach. Please check all that apply. Please complete a separate form for each initial teacher preparation course you teach.

8. Multi-Tiered System of Supports (Response to Intervention, varying content, pacing, group size, based on individual student needs, etc.*

- ☐ No instruction or assignments
- ☐ Some instruction
- ☐ Assignments
- ☐ Practicum/field experience requirement

9. Universal core instruction (evidence-based, meets needs of approximately 80% of students, addresses big ideas

in math and reading)*

- [ ] No instruction or assignments
- [ ] Some instruction
- [ ] Assignments
- [ ] Practicum/field experience requirement

10. Evidence-based practices (strategies that maximize student engagement, empirically-tested/validated instructional methods, etc.)*

- [ ] No instruction or assignments
- [ ] Some instruction
- [ ] Assignments
- [ ] Practicum/field experience requirement

11. Steps of problem solving (identify the problem, analyze the problem, develop and implement plan, evaluate effectiveness of plan)*

- [ ] No instruction or assignments
- [ ] Some instruction
- [ ] Assignments
- [ ] Practicum/field experience requirement

12. Purposes, characteristics, and limitations of different formal and informal assessments (universal screening, curriculum-based measurement, progress monitoring tools, etc.)*

- [ ] No instruction or assignments
- [ ] Some instruction
- [ ] Assignments
- [ ] Practicum/field experience requirements

13. Data-based decision making (student data guides instructional planning, delivery and adaptation, adjust instruction to meet group and individual student needs, etc.)*

- [ ] No instruction or assignments
- [ ] Some instruction
- [ ] Assignments
- [ ] Practicum/field experience requirement

14. Positive behavior supports (effective behavior management techniques, analyze student behavior to develop and support positive behavior)*

- [ ] No instruction or assignments
- [ ] Some instruction
- [ ] Assignments
- [ ] Practicum/field experience requirement

15. Parent involvement/collaboration (collaborative decision-making and problem-solving with colleagues and parents, interprets and clearly communicates student performance data to parents)*

- [ ] No instruction or assignments
- [ ] Some instruction
- [ ] Assignments
- [ ] Practicum/field experience requirement

16. Integrity of implementation (self-checks, peer observation, administrator walk-through, curricula fidelity

checklists, continuing professional development/training for implementers, documentation of instruction/interventions)*

- [ ] No instruction or assignment
- [ ] Some instruction
- [ ] Assignments
- [ ] Practicum/field experience requirement

17. Please indicate the percentage of your overall knowledge of Multi-Tiered System of Supports (e.g., RtI) from the following sources:*

	0-%	1-24%	25-50%	51-75%	More than 75%
University Coursework	○	○	○	○	○
University Practicum/Student Teaching	○	○	○	○	○
Professional Development/Workshops	○	○	○	○	○
Personal Reading/Research	○	○	○	○	○

ILLINOIS STATE UNIVERSITY
Illinois' first public university

Appendix G: IHE Syllabus Review Checklist 2011-2012

1. Date of Completion (mm/dd/yyyy) *

2. University*

-- Please Select --

3. Primary Course Area

-- None --

4. Course Number *

5. Course Section *

6. Is this course a required/core course for preservice teachers?*

-- Please Select --

7. Semester*

-- Please Select --

Directions: Please read each statement below and evaluate its level of coverage within the course syllabus. Please check all that apply.

8. Multi-Tiered System of Supports (Response to Intervention, varying content, pacing, group size, based on individual student needs, etc.)

	No instruction or assignments	Some instruction	Assignments	Practicum/field experience requirement
Faculty	☐	☐	☐	☐
Technical Assistance Coordinator	☐	☐	☐	☐

9. Universal core instruction (evidence-based, meets needs of approximately 80% of students, addresses big ideas in math and reading)

	No instruction or assignments	Some instruction	Assignments	Practicum/field experience requirement
Faculty	☐	☐	☐	☐
Technical Assistance Coordinator	☐	☐	☐	☐

10. Evidence-based practices (strategies that maximize student engagement, empirically-tested/validated instructional methods, etc.)

	No instruction or assignments	Some instruction	Assignments	Practicum/field experience requirement
Faculty	☐	☐	☐	☐
Technical Assistance Coordinator	☐	☐	☐	☐

11. Steps of problem solving (identify the problem, analyze the problem, develop and implement plan, evaluate effectiveness of plan)

	No instruction or assignments	Some instruction	Assignments	Practicum/field experience requirement
Faculty	☐	☐	☐	☐
Technical Assistance Coordinator	☐	☐	☐	☐

12. Purposes, characteristics, and limitations of different formal and informal assessments (universal screening, curriculum-based measurement, progress monitoring tools, etc.)

	No instruction or assignments	Some instruction	Assignments	Practicum/field experience requirements
Faculty	☐	☐	☐	☐
Technical Assistance Coordinator	☐	☐	☐	☐

13. Data-based decision making (student data guides instructional planning, delivery and adaptation, adjust instruction to meet group or individual student needs, etc.)

	No instruction or assignments	Some instruction	Assignments	Practicum/field experience requirement
Faculty	☐	☐	☐	☐
Technical Assistance Coordinator	☐	☐	☐	☐

14. Positive behavior supports (effective behavior management techniques, analyze student behavior to develop and support positive behavior)

	No instruction or assignments	Some instruction	Assignments	Practicum/field experience requirement
Faculty	☐	☐	☐	☐
Technical Assistance Coordinator	☐	☐	☐	☐

15. Parent involvement/collaboration (collaborative decision-making and problem-solving with colleagues and parents, interprets and clearly communicates student performance data to parents)

	No instruction or assignments	Some instruction	Assignments	Practicum/field experience requirement
Faculty	☐	☐	☐	☐
Technical Assistance Coordinator	☐	☐	☐	☐

16. Integrity of implementation (self-checks, peer observation, administrator walk-through, curricula fidelity checklists, continuing professional development/training for implementers, documentation of instruction/interventions)

	No instruction or assignment	Some instruction	Assignments	Practicum/field experience requirement
Faculty	☐	☐	☐	☐
Technical Assistance Coordinator	☐	☐	☐	☐

17. Do you feel that your syllabus accurately and adequately represents the content covered in your course?*

-- Please Select --

18. Your Email Address*

Appendix H
Qualitative Coding: Questions 8, 9, 10, 13, and 14 from Network Meeting Evaluations (n=800)

Question 8: List one next step that you plan to take towards the implementation of an MTSS.

Recognition Steps

Need to Establish Administrative Structures and Procedures:

- Discuss with leadership (district) need to do this
- Discuss with leadership (building) need to do this
- Present on RtI within district
- Need to focus on Core
- Need to attend to all tiers in MTSS
- Discuss needs for:
  - Alignment: CCSS, District, Evaluation tools like Surveys of Enacted Curriculum (SEC)
  - Planning
  - Coaching
  - Data use, data systems
  - Professional development (broadly identified, not specific like professional learning teams, coaching, or other forms of PD)
  - Assessing district professional learning needs RE: RtI/MTSS
  - Begin addressing secondary education needs for RtI/MTSS (i.e., what does MTSS look like in middle and high schools?)

Need to Recognize Role and Value of the Network:

- Share significance of the network
- Share significance of the coaching
- Ask if we are meeting the needs of students

Need to Recognize Role and Value of Data in RtI Context:

- Form teams (district)
- Form teams (building)
- Integrate into other teams or committees (i.e., groups working on differentiation, curriculum, Common Core State Standards
- Gather data
- Use data to ask tough questions about student learning and where things break down
- Identify data sources (i.e. universal screeners, early warning systems)

Concrete Action Steps:

- Develop a systemic view of RtI/MTSS
- Apply to join RtI Network
- Seek/develop coaching
- Discuss next steps with administrators (district and building)
- Put district team in place
- Put building team in place
- Put leadership or problem-solving teams in place

- Integrate RtI/MTSS into other teams or committees (i.e., groups working on differentiation, curriculum, Common Core State Standards, content-based teams like math team, instructional strategies work by teams)
- Coordinate teams (within or between districts)
- Develop other kinds of teams (i.e., grade level teams)
- Implement additional areas (i.e., math, literacy, behavior)
- Planning, organizing, and building structures, processes, and team routines (i.e., develop a focus, clarify team roles, reorganize teams, develop meeting calendars)
- Improve gathering, analyzing, organizing, and/or making use of existing data
- Develop data sources and common assessments (i.e., systems for collecting, putting assessments such as universal screeners in place, complete then use data from the SAPSI)
- Curriculum mapping to support Core instruction
- (Re)evaluate current RtI to develop next steps
- Analyze or use "the triangle"
- Continue with Area resources and supports
- Audit current practices, assess current situation, reconsider how the implementation system is working at some or all units of analysis (i.e., school, district)

Expressions of Concern:

- Need for expertise in linking Common Core State Standards with RtI in instructional core
- Feeder patterns and alignment largely unaddressed
- Identify or address fidelity concerns and gaps in core or core curriculum
- Concern for teacher capacity to deliver MTSS in Core instruction
- Assess and insure the productivity of teams (i.e., checking team fidelity with principal walkthroughs)
- Helping people collaborate, develop trust
- Need help developing and using data sources

Question 9: When do you plan to take this next step?

1. **In-Place/Ongoing Work on Action Steps** (i.e., the action step indicated in response to Question 8 is part of an ongoing implementation process towards Strengthening the Core and/or Analyzing Data): **n=7 (8%)**
2. **As Follow-Up to Network Meeting** (Includes responses that follow-up will be within days or short term or at an already scheduled, identified meeting): **n=15 (16%)**
3. **Over the summer: n=9 (10%)**
4. **Before the 2012-2013 Academic Year: n=12 (13%)**
5. **During the 2012-2013 Academic Year: n=25 (27%)**
6. **Indeterminate Future:** (Includes comments: "Planning," "soon," "after ISAT," "when we have our results" that indicate an intention): **n=6 (7%)**
7. **Other** (Includes comments: "May," "not sure at this time," "when needed," "as the district provides," "as new leader allows," wherein intentions are unclear): **n=18 (20%)**

Total: n=92 Responses

Question 10: Please list any potential barriers to implementation.

Justification Issues:

1. Cost/benefit concerns
2. Teacher Buy-in
3. Administrator Buy-in

Logistical Challenges:

1. Competing priorities
2. Inadequate funding
3. Fragmentation
4. Time to meet
5. Time and budget for professional development
6. Low attendance and lack of engagement in processes
7. Lack of access to data
8. Figuring out next steps at school and district levels
9. Recognition that organizing, planning, and developing capacity require financial commitment
10. Coordination of all participants (teachers, psychologists, administrators, across departments, levels of schooling, etc.)

Challenges of Change:

Need for/reasons for RTI/MTSS misunderstood

1. How to get and then evaluate fidelity
2. Lack of expertise in key RtI/MTSS Areas such as Strengthening Core, Analyzing Core Data, and others
3. Great complexity of RtI

Need for/reasons for RTI/MTSS not accepted

1. Requires radical shift in teacher roles
2. Lack of commitment
3. Lack of motivation sufficient to change instructional practices
4. Requires significant change from "Old School" ideas
5. Philosophical mismatch with the school
6. Teachers feel that their professionalism is being questioned

Leadership

1. Lack of leadership
2. Administrators without an RtI/MTSS vision
3. Administrators without understanding of RtI/MTSS
4. Low levels of commitment by leadership (school and district)
5. Poor coordination

Overall Challenges of Change

1. Communication and Coordination
2. Resistance
3. Must work through gradually
4. Lack of coordination
5. Feeling overwhelmed by RtI/MTSS
6. Feeling overwhelmed by challenges generally (including simultaneous implementation of Common Core State Standards)
7. Fear RtI/MTSS their effects on teacher evaluations

8. Need for peer support

Resource Challenges:

Fiscal:

1. Expectation that RtI/MTSS can implemented without fiscal resources
2. Must support release time to accomplish RtI/MTSS

Expert:

1. Resources too geared to elementary
2. Ensuring implementation is research-based
3. Lack of expertise with data
4. Lack curriculum, instruction, and assessment expertise
5. Lack of expertise on RtI/MTSS processes (teachers and administrators)
6. More coaching

Material:

1. Computers for networking and to support data use
2. Software to support data use
3. Purchasing curricula, assessments, other instructional resources

Question 13: What are the best features of the networking meeting?

1. Opportunities to collaborate within and across districts to learn what others are doing, where they are in their development
2. Networking
3. Expert facilitation
4. Expert presentation
5. Quality of material presented
6. Significance of material presented
7. Quality and usefulness of activities and teaming
8. Well-organized
9. Time to meet and to work
10. Ability to devote time focused on RtI/MTSS
11. Usefulness of frameworks
12. Peer support
13. Handouts and other material resources

Question 14: What suggestions do you have for future meetings to better meet your needs?

1. More time (i.e., convene for a full day)
2. More collaboration time
3. Address particular educator issues (i.e., special education and secondary education teachers, coaches, and administrators at different levels or demographics)
4. Divide groups by levels of experience with RtI/MTSS, schooling levels, demographics, or special topics (i.e., fidelity, behavior, math, assessment, data use, differentiation, or other areas of interest)
5. Promote specific preparation for workshop (i.e., have teams bring data to work on together)
6. Convene with more administrators

7. Include examples with real data of "what is working;" practical applications
8. Fewer basics, more specifics
9. More on the Core, diagnostics, and data use
10. Consider location
11. Continue discussions about how to deal with resistance
12. Email PowerPoints, handouts, or otherwise make sure all materials are disseminated
13. Continue to offer meetings