

# Tier I and II Critical Components Checklist

## Description & Purpose

### *Theoretical Background*

The *Tier I and II Critical Components Checklist* is an integrity measure used to assess the extent to which schools are implementing the critical components of the problem-solving process during data meetings addressing Tier I (i.e., core instruction) and/or II (i.e., small groups) instruction. Implementation of new practices such as PS/RtI is a gradual process that occurs in stages, not a one-time event (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). Because many educational reform efforts fail due to lack of implementation (Sarason, 1990), it is critical that implementation integrity be examined. Several methods for examining implementation integrity exist. These methods can be divided into three categories: **self-report**, **permanent product reviews**, and **observations** (Noell & Gansle, 2006).

### *Description*

The *Tier I and II Critical Components Checklist* is completed by a trained reviewer who indicates the extent to which components of the PS/RtI model are evident in permanent products (i.e., documentation such as charts/graphs, meeting notes, meeting worksheets) from data meetings addressing Tier I and/or II content. Specifically, the instrument contains 11 items that examine the extent to which each of the four steps of problem solving (i.e., Problem Identification, Problem Analysis, Intervention Development & Implementation, and Program Evaluation/RtI) are evident. The checklist can be applied to academic (e.g., reading, math) or behavior content areas. Reviewers use a standard scoring rubric (see *Supplements*, page 163) to evaluate implementation of critical PS/RtI components using the following scale: 0 = *Absent*; 1 = *Partially Present*; 2 = *Present*. For selected items, reviewers may select *N/A (Not Applicable)* if a defensible decision was made to not to address a specific component of the model. Finally, spaces are provided for reviewers to record evidence or comments to justify or further explain the rationale for the score provided.

### *Purpose*

The purpose of the *Tier I and II Critical Components Checklist* is to provide stakeholders with a practical methodology for evaluating the extent to which educators

**Self-report:** Individuals responsible for implementation provide information on the extent to which the practices occurred.

**Permanent Product Reviews:** Relevant documents (e.g., graphs, notes, worksheets) related to implementation are examined for evidence of the target practices.

**Observations:** Individuals directly observe applications of the target practices when they are expected to occur.

implement PS/RtI practices in data meetings addressing Tier I and/or II content. Data from permanent product reviews tend to be moderately reliable and efficient. Permanent product reviews are typically more reliable than self-report measures of implementation; however, it should be noted that the methodology is often more resource-intensive (e.g., requires trained raters, time for personnel to gather and examine permanent products). Conversely, permanent product reviews are typically less reliable than direct observations but often require less resources (e.g., does not require travel to schools, live observations of meetings, etc.). Thus, it is typically recommended that permanent product reviews such as the *Tier I and II Critical Components Checklist* be combined with other sources of information when assessing implementation integrity.

## Intended Audience

### *Who Should Complete the Tier I and II Critical Components Checklist?*

It is highly recommended that individuals completing the checklist have expertise in the PS/RtI model and conducting permanent product reviews. Specifically, reviewers must understand the problem-solving process to identify the extent to which steps are occurring during Tier I and/or Tier II data meetings. The title of individuals completing the checklists is not as important as the skill sets needed. Staff with the requisite skill sets in schools that have worked with the Florida PS/RtI Project are PS/RtI Coaches; however, school psychologists, literacy specialists, or educators from other disciplines may possess the requisite knowledge and skills or be candidates for professional development.

### *Who Should Use the Results for Decision Making?*

School-Based Leadership Team (SBLT) members should receive data on implementation levels from the *Tier I and II Critical Components Checklist*. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavior). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt certain roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a **facilitator**, **time-keeper**, **data coach**, and **recorder**, in addition to providing expertise in the particular content areas or disciplines listed above.

District-Based Leadership Team (DBLT) members also should receive the results for the district's schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools implementing PS/RtI practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the

#### **Facilitator:**

Responsibilities of facilitators tend to include preparation for meetings, ensuring participation and involvement of team members, encouraging team members to reach consensus regarding decisions being made, and keeping the conversations focused on the task being discussed (e.g., problem-solving student performance, planning for professional development).

#### **Timekeeper:**

Timekeepers are responsible for providing periodic updates to team members regarding the amount of time left to complete a given task or discussion during meetings.

**Data Coach:** Data coaches provide assistance with interpreting data and using it to inform decisions.

**Recorder:** Recorders are responsible for taking notes for the purpose of capturing the important discussions and outcomes of meetings.

district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities.

Importantly, SBLTs and DBLTs may find it helpful to work with a PS/RtI Coach or other stakeholder with expertise in PS/RtI practices to discuss findings from the checklist. Coaches can assist with interpretation of the results as well as facilitate problem-solving to address barriers to implementation.

### **Directions for Administration**

#### ***Step 1***

Identify the content areas and grade levels being targeted by the school(s) for which the *Tier I and II Critical Components Checklist* is being completed. It is recommended that the checklists be completed from products derived from Tier I and II data meetings that are related to the goals of the school. For example, if the school has identified reading as their target subject area and grades K-2 as their target grade levels, then the *Tier I and II Critical Components Checklist* should be completed using permanent products from data meetings in which reading data for those grade levels (or groups of students from within those grade levels) were discussed.

#### ***Step 2***

Identify when Tier I and II data meetings occur and who is involved in the meetings. Schools and districts conduct different types of data meetings at different times of the year. Stakeholders in charge of facilitating completion of the checklist should determine which meetings address Tier I and II issues, who is involved in those meetings, and when they occur. Examples of common meetings include leadership team meetings, grade level meetings involving teachers, team meetings, and meetings during which small-group interventions are planned. Meetings focused on Tier I issues tend to occur three to four times per year whereas meetings focused on Tier II instruction may occur more frequently (e.g., monthly). Importantly, the *Tier I and II Critical Components Checklist* should NOT be completed for meetings where individual student focused problem-solving is occurring.

#### ***Step 3***

Find out who to contact for permanent products that come from identified meetings and what products will likely be available. Schools and districts have different policies on how meetings are run, what documentation must be kept, how any documentation retained is organized (e.g., teachers keep their own data, grade level binders kept by the team leader, all documentation turned into the principal), and who is allowed to access it. Stakeholders completing the checklist must determine who to gather any available products from and what documents should be collected. It is recommended that individuals completing the checklists consult with district administrators and principals regarding school and district policies for documenting meeting outcomes. They can either explain how permanent products

are organized and what should be asked for or refer stakeholders completing the checklist to someone who can provide assistance (e.g., grade-level team leader, content specialist such as a literacy coach, school psychologist).

#### *Step 4*

Gather any relevant documentation for the period of time for which the checklists are being completed. Reviewers may choose to complete the *Tier I and II Critical Components Checklist* to align with **universal screening** time points. For example, if schools collect universal screening data three times (i.e., Fall, Winter, and Spring), then *Tier I and II Critical Components Checklists* could be completed from the products derived from each data meeting in which the universal screening data were discussed. In this example, if the stakeholder completing the checklist was completing them for meetings that occurred in the Fall, s/he would gather any relevant products from the person(s) identified in Step 3 for data meetings that occurred between an identified time frame (e.g., August through November). Identifying a time frame is recommended, because dates of universal screenings and data meetings vary across schools and districts.

#### *Step 5*

Complete the checklists using the *Tier I and II Critical Components Checklist Standard Scoring Rubric*. Project staff recommend that checklists be completed for each content area and grade-level the school is targeting. For example, if a school is targeting reading in grades K-2, 3 checklists should be completed (i.e., one for K, one for grade 1, and one for grade 2; see *Supplements*, page 160 for an example of procedures that Project PS/RtI Coaches used to complete the checklists). A standard scoring rubric is used to facilitate consistent scoring of the extent to which each critical component of problem solving is evident (see *Supplements*, page 163). Criteria are provided for how to score each item and this process has resulted in high inter-rater agreement estimates among Project PS/RtI Coaches completing the checklists. It is important that stakeholders completing the checklist have a thorough understanding of the PS/RtI model because those participating in the meeting may not follow the problem-solving process in the exact order in which the steps are listed on the checklist. In other words, the reviewer needs to be knowledgeable enough regarding the problem-solving process to be able to identify components of problem solving that may not be clearly labeled or in a particular order in the products examined.

#### *Step 6*

Complete inter-rater agreement procedures when applicable. Ensuring that permanent product reviews are completed accurately is critical to data collection. For this reason, it is recommended that two reviewers review permanent products from the same meeting periodically. This procedure allows reviewers to discuss differences and come to consensus regarding how to score particular items when conducting future permanent product reviews. The extent to which inter-rater agreement procedures take place depends on the time and resources available to reviewers.

**Universal screening:**  
The practice of assessing all students' performance in a given content area. Typically the assessments can be administered relatively quickly and are used to (1) evaluate student response to core instruction (Tier I) and (2) identify students at-risk for not meeting benchmarks or standards (Batsche et al., 2005).

It is recommended that reviewers reach 80-85% inter-rater agreement before continuing to complete permanent product reviews independently. Inter-rater agreement levels below 80-85% may indicate that additional training is necessary. An example of how inter-rater agreement procedures were conducted by Project PS/RtI Coaches is included in *Supplements*, page 161.

### Frequency of Use

When determining how often observers should complete the *Tier I and II Critical Components Checklist*, it is important to consider the resources available within schools and districts so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection, and other data collection activities in which SBLT members and school staff are required to participate. Completing the *Tier I and II Critical Components Checklist* requires a thorough understanding of content related to the problem-solving process and implementing PS/RtI models. The extent to which individuals with this content knowledge are available and/or can be thoroughly trained will impact how often the checklists can be completed. In other words, decisions about how often to collect data using the *Tier I and II Critical Components Checklist* should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

Although schools and districts will need to make adjustments given available resources, general recommendations for completing the *Tier I and II Critical Components Checklist* are provided below.

- It is recommended that a trained reviewer complete the *Tier I and II Critical Components Checklist* from permanent products collected from each meeting that targets Tier I and II instruction. The meetings should be aligned with the school's target content areas and grade levels (i.e., one checklist would be completed per content area and grade level). The occurrence of school-wide and small-group intervention data meetings typically depends on the frequency of universal screenings and progress monitoring. For example, if a school collects universal screening data in reading three times a year, it is recommended that permanent products from the data meetings following the universal screenings would be reviewed (e.g., products from the meetings following Fall, Winter, and Spring universal screening could be reviewed for evidence of problem-solving) and used to complete checklists for each grade-level. See *Supplements*, page 162 for information on how often PS/RtI Coaches completed the *Tier I and II Critical Components Checklist*.

### Technical Adequacy

#### *Content Validity Evidence*

To inform development of the *Tier I and II Critical Components Checklist*, Project staff reviewed relevant literature, presentations, instruments and previous program

**Content validity:** Content-related validity evidence refers to the extent to which the sample of items on an instrument is representative of the area of interest the instrument is designed to measure. In the context of the *Tier I and II Critical Components Checklist*, content-related validity evidence is based on expert judgment that the sample of items on the *Tier I and II Critical Components Checklist* is representative of the critical components of problem solving at the Tier I and II levels.



evaluation projects to develop an item set that would be representative of the critical components of implementing PS/RtI practices during data meetings. Specifically, Project staff reviewed literature and publications related to PS/RtI (e.g., Bergan & Kratochwill, 1990; Batsche et al., 2005) to identify critical components of the model. Relevant information was identified, analyzed, and used to select the components of the problem-solving process (for more information, please see page 2 of this document) that would be assessed by the instrument.

### ***Inter-Rater Agreement***

The ability of reviewers to provide reliable data on implementation levels using the *Tier I and II Critical Components Checklist* has been supported by high levels of inter-rater agreement among Project PS/RtI Coaches completing the instrument. Two Coaches independently completed checklists using the permanent products derived from randomly selected Tier I and II data meetings. The two reviewers then derived inter-rater agreement estimates by dividing the number of agreements by the number of agreements plus disagreements. The average percent agreement from *Tier I and II Critical Components Checklists* independently completed by pairs of Coaches during the 2008-09 and 2009-10 school years ( $n = 108$ ) was 91.16%.

### **Scoring**

#### ***Analysis of Responses to the Tier I and II Critical Components Checklist***

The Florida PS/RtI Project has primarily utilized two techniques when analyzing data for formative evaluation purposes. First, the mean rating for each item can be calculated to determine the average implementation level evident in data meetings observed. Second, the frequency of (i.e., frequency distribution) each response option selected (i.e., Absent, Partially Present, and Present) by reviewers can be calculated for each item.

Calculating item means provides an overall impression of the implementation level of problem solving steps. Calculating average implementation levels can be done at the domain and/or individual item levels. Examining implementation at the domain level allows stakeholders to examine general patterns in the extent to which educators implement the components of (1) Problem Identification, (2) Problem Analysis, (3) Intervention Development/Support, and (4) Program Evaluation/RtI. A domain score for each of the four domains measured by the instrument may be computed for checklists completed by computing the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the number of items within the domain to **produce an average level of implementation for each domain**. The four domains and the items that comprise them are as follows:

- **Domain 1** (*Problem Identification*): Items 1-3
- **Domain 2** (*Problem Analysis*): Items 4-5
- **Domain 3** (*Intervention Development & Implementation*): Items 6a-7c
- **Domain 4** (*Program Evaluation/RtI*): Items 8-11.

For example, if an observer selected *Absent*, *Present*, and *Partially Present* when completing Items 1-3 that comprise the “Problem Identification” section, the values corresponding with those responses would be added together to obtain a total value of 3 (i.e.,  $0+2+1=3$ ). The total value of 3 would be divided by the number of items (3) to obtain the domain score (i.e.,  $3/3 = 1$ ). A domain score of 1 could be interpreted as the components of Problem Identification, on average, being partially present in permanent products derived from Tier I & II focused data meetings.

Average levels of implementation also can be examined by item. Calculating the mean rating for each item within a domain allows stakeholders to identify the extent to which educators are implementing specific components of PS/RtI. This information can be used to identify specific steps of the process that may need to be addressed systematically (through professional development, policies and procedures, etc.) but does not provide information on the range of implementation levels.

Calculating the frequency of meetings in which PS/RtI practices were present, partially present, or absent for an item, on the other hand, provides information on the range of implementation levels. This information can be used to determine what percentage of schools, grade levels or other units of analysis (e.g., districts, intermediate versus primary grade levels) implemented, partially implemented, or did not implement components of PS/RtI. When making decisions about how to address implementation levels, information on the number of schools, grade levels, etc. implementing a particular component can help inform decisions regarding moving forward with implementation. For example, questions such as “Should we address implementation with a few schools versus all of them?” or “Are there particular steps that many schools struggle with?” can be addressed more readily with frequency data.

It is recommended that key stakeholders analyze *Tier I and II Critical Components Checklist* data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which educators are implementing the PS/RtI model. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in implementation of the four problem-solving steps may best be answered by calculating and displaying domain scores. Questions about implementation of specific components of the problem solving process may best be answered by calculating and displaying the number of meetings at which the components were present, partially present, and absent. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making.

### ***Technology Support***

School personnel should consider using district supported or commercially available technology resources to facilitate analyses of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., online administration) and automatic analysis of data, as well as how user-friendly they are. Decisions about what technology to use to facilitate analysis should be made based on available resources as well as the knowledge and skills possessed by those responsible for managing and analyzing data from the survey.

## Training Required

### *Training Recommended for Individuals Completing Permanent Product Reviews Using the Tier I and II Critical Components Checklist*

Qualifications of the observer. Personnel in charge of completing permanent product reviews using the *Tier I and II Critical Components Checklist* should have a thorough understanding of the PS/RtI model. If individuals with expertise in PS/RtI are not available, reviewers should receive thorough training in the PS/RtI model prior to being trained to use the checklist.

Content of the training. It is highly recommended that trainings on completing permanent product reviews using the *Tier I and II Critical Components Checklist* include the following components:

- Theoretical background on the relationship between implementation integrity and desired outcomes.
- Each item should be reviewed so that participants have a clear understanding of what is being measured. *The Tier I and II Critical Components Checklist Scoring Rubric* document should be used to review the content of each item.
- In addition to the theoretical background and review of what each item measures, trainings should include modeling completion of the checklist, opportunities for participants to practice, and feedback to participants. First, trainers should model completion of the checklist from a sample set of permanent products. Participants should be given copies of the sample set and be asked to follow along while the trainer talks through why s/he selected a given response from the scoring rubric for each item. Next, participants can be provided another set of products from a data meeting and be asked to complete the checklist along with the trainer. The trainer and participants may discuss answers as they go along to clarify decisions being made. Finally, participants should complete the checklist independently from a third set of products and calculate inter-rater agreement with a partner. Inter-rater agreement estimates should be calculated using the same formula described above. It is recommended that participants reach 80-85% inter-rater agreement before completing the *Tier I and II Critical Components Checklist* independently.
- Finally, the training should include a review of the school, district, or other agencies' plan for conducting product reviews using the checklist so that the participants can learn what they will be responsible for completing and ask questions about the plan.

### *Training Suggested for Analyzing, Interpreting, and Disseminating Tier I and II Critical Components Checklist Results*

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for these activities possess the knowledge and skills required then training specific



to the *Tier I and II Critical Components Checklist* may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics on which support might be provided are:

- Appropriate use of the checklist given its purpose and technical adequacy
- Guidelines for analyzing and displaying data derived from the instrument
- Guidelines for interpreting and disseminating the results

Information is available in this manual that can be used to inform training in the aforementioned areas should training be necessary.

## **Interpretation and Use of the Data**

### ***Examination of Broad Domains***

When interpreting *Tier I and II Critical Components Checklist* data, it is recommended to start by examining the four broad domains measured by the checklist (i.e., Problem Identification, Problem Analysis, Intervention Development/Support, and Program Evaluation/RtI) to determine the extent to which permanent products indicate that PS/RtI practices are being implemented. Educators can examine graphically displayed data to evaluate trends in implementation levels in each domain measured. Each of the methodologies for scoring mentioned above (i.e., calculating average implementation levels at the domain and item levels and calculating the frequency/percent of specific components present at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining *Tier I and II Critical Components Checklist* data is to take note of the average levels of implementation of components within the problem solving domains. This type of visual analysis (an example of a graph used at the school level is provided below) allows educators to determine the extent to which the major steps of problem solving are occurring. This approach can be used to examine implementation levels for any given administration as well as to examine trends over time (i.e., within and across school years).

### ***Identification of Specific Needs***

The *Tier I and II Critical Components Checklist* can be used to identify which components of the problem-solving process are more versus less evident in permanent products derived from data meetings. Considerations when identifying which components are being implemented at relatively high versus low levels include what training educators have received and how long implementation has been occurring. Given that educators must possess the necessary skills to implement and that implementation takes time, key stakeholders will need to identify components of the process that require additional strategies to facilitate increased implementation versus allowing time for already existing plans (e.g., professional development to be delivered, pending procedure changes) to take effect. Barriers to implementing the problem-solving process with integrity may include systemic issues such as school policies that are inconsistent with PS/RtI practices, lack of

time for meetings so that teams can engage in the problem-solving process, lack of professional development dedicated to the skills required, among others. Given the multiple interacting variables that impact implementation, it is important to consider all aspects of the system that contribute to or impede implementation when developing plans to address barriers.

Reviewing permanent products tends to provide moderately reliable information on which implementation integrity can be examined. The extent to which schools maintain products from meetings in an organized manner may impact the accuracy of the information obtained. Furthermore, available resources may limit the extent to which product reviews can be conducted. Given this reality as well as the importance of using multiple sources of data to address evaluation questions, it is recommended that data from the *Tier I and II Critical Components Checklist* be compared with other data/information on integrity (other tools for examining implementation integrity are discussed elsewhere in this manual).

### ***Data Dissemination to Stakeholders***

It is important that implementation integrity data dissemination and examination among key stakeholders be included in a plan to scale-up PS/RtI practices. It is recommended that these key stakeholders be identified and data be shared with them as quickly and frequently as possible following times when the checklist tends to be completed. This time line allows stakeholders such as SBLT members to discuss implementation levels suggested from the observation data, develop or alter implementation goals, and design strategies (e.g., professional development, access technology resources, develop procedures) to facilitate increased levels of implementation. DBLT members may also want access to data from schools to plan for professional development and other types of support provided at the district level. Additionally, SBLT and DBLT members may find it helpful to have a coach or facilitator discuss the data with members participating in meetings to facilitate interpretation and problem-solve barriers to implementation.

To facilitate discussions about implementation issues, one helpful strategy is to provide stakeholders with guiding questions. The use of guiding questions is designed to facilitate discussions about each school's implementation data, including potential strategies for increasing the use of PS/RtI practices. Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions regarding implementation integrity. These guiding questions were designed to facilitate discussions about each school's data, including current level of problem-solving implementation and consistency between permanent product review data and other implementation integrity measures (e.g., other data sources are discussed elsewhere in this manual). However, stakeholders can generate additional guiding questions to better meet the needs of their school.

- What are the patterns?
  - ♦ What patterns are evident among each of the individual items on the checklist and across all data sources?
  - ♦ What steps of the problem-solving process are occurring more frequently? Less frequently?

- ♦ Are there any current indicators that show a zero or low level of implementation? Why?
  - Have these been targeted in the past?
  - Do barriers exist with consensus or infrastructure?
  - Other priorities?
  - Meetings not happening or focusing on implementation?
- How have you progressed in implementing the Problem-Solving Model with fidelity?
  - ♦ Looking across all fidelity measures (CCC, SAPSI, and Observations), what are the general levels of implementation? What are the general trends?
  - ♦ Do the data from the Critical Component Checklist and Observations support what is evident in the SAPSI items 22a-22i?
    - Are there discrepancies among the different sources of data with using the Problem-Solving model?
    - How might these discrepancies be interpreted?

### **School-Level Example of *Tier I and II Critical Components Checklist* Data**

The following example demonstrates how key stakeholders may use data derived from the *Tier I and II Critical Components Checklist* to inform PS/RtI implementation. Data from the *Tier I and II Critical Components Checklist* are displayed graphically. Following the graph, background information on the school's initiative and an explanation of what is represented on the graph is provided. Finally, ways in which the data were used by the school to monitor progress and identify needs is discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).

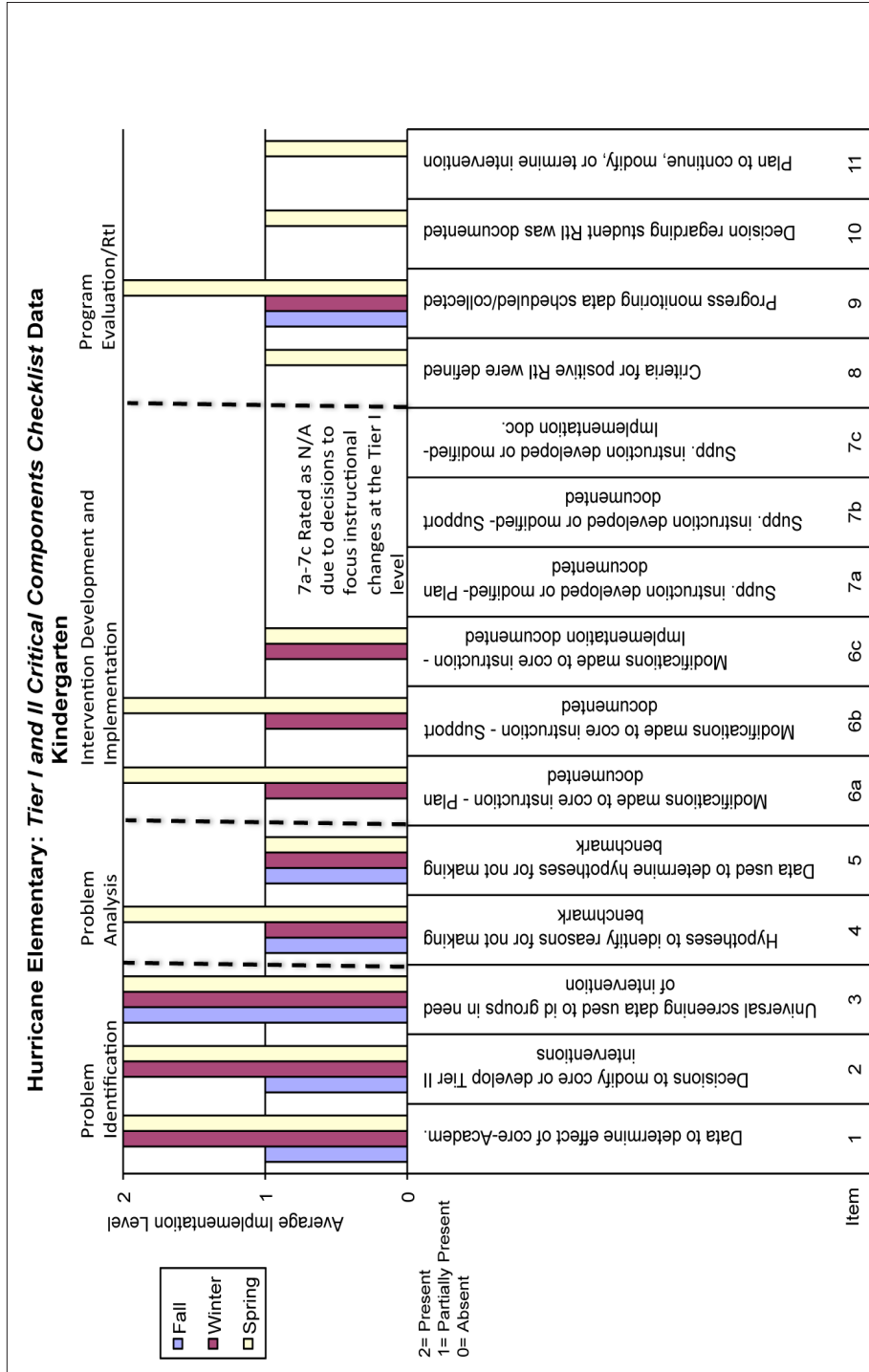


Figure 9. Hurricane Elementary's Tier I and II Critical Components Checklist Data from across year 1.

### *Context for the Data*

Hurricane Elementary just completed their first year of implementing the PS/RtI model. During the first year, the school focused on evaluating the effectiveness of core (Tier I) and supplemental (Tier II) instruction in kindergarten. At the beginning of the year, the SBLT at Hurricane Elementary decided to assess implementation of PS/RtI at the Tier I and II levels to determine the degree to which staff were implementing the model during data meetings. The PS/RtI Coach serving Hurricane Elementary reviewed permanent products from a Fall kindergarten grade-level team meeting (kindergarten was targeted for initial PS/RtI implementation) during which universal screening data were discussed to inform instruction. Subsequent product reviews occurred during following similar Winter and Spring meetings that took place after the remaining two universal screening windows. Figure 9 above contains checklist data from across Year 1. Each bar represents the score recorded for each item (*0 = Absent, 1 = Partially Present, 2 = Present*) during the three administration windows. Blue bars represent Fall data, burgundy bars represent Winter data, and tan bars represent Spring data.

### *Interpretation and use of the data*

Examination of broad Tier I and II Critical Components Checklist domains. Following the first permanent product review, the PS/RtI Coach at Hurricane Elementary graphed the *Tier I and II Critical Components Checklist* data for the SBLT to help identify components of the PS/RtI model that were being implemented versus potential targets for improvement. Immediately evident from the Fall data displayed in Figure 9 is that Hurricane Elementary partially implemented some components of the PS/RtI model; however, many components were not evident in the permanent products. Specifically, evidence of implementation was partially present or present for all of the components of the Problem Identification and Problem Analysis steps. Conversely, little evidence of implementation of the Intervention Development and Implementation and Program Evaluation/RtI steps was evident. SBLT members and PS/RtI Coaches discussed the extent to which the data reflected what truly occurred (i.e., a question was asked about whether things occurred that were not captured in the permanent products) and came to consensus that the data appeared to be mostly accurate. Given this conclusion, SBLT members agreed that they had more success implementing the Problem Identification and Problem Analysis steps than the final two steps of the problem solving process. Although the educators implemented the first two steps with relatively higher levels of integrity, the SBLT and Coach agreed that they needed to address integrity with the entire process rather than focusing on a particular component. SBLT members discussed barriers to implementing the model and decided that neither they nor the kindergarten teachers participating in the Fall meeting felt comfortable with problem solving. Therefore, an action plan was developed to have members of the SBLT and the PS/RtI Coach meet with the kindergarten teachers during identified grade-level meeting times to address consensus issues regarding using the process as well as to review the steps to be used.



Identification of specific needs. The Fall data reflected in Figure 9 above suggested that implementation of all steps of the PS/RtI model needed to be addressed. SBLT members agreed to implement the plan outlined above and meet again following the Winter and Spring data meetings to examine changes in implementation levels. See the *Monitoring Implementation Over Time* section below for a discussion regarding specific needs identified by Hurricane Elementary following the Spring administration window.

Monitoring of implementation using *Tier I and II Critical Components Checklist* data over time. The SBLT and PS/RtI Coach met following the Spring data meeting to determine what changes occurred in implementing components of the PS/RtI model. The data displayed in Figure 9 above were visually analyzed to evaluate any changes as well as to identify specific needs to be addressed. When examining the data, the SBLT noted an increase in using data to determine the effectiveness of core instruction (Item 1), making decisions to modify core instruction or develop Tier II interventions (Item 2), and using universal screening data to identify students in need of additional support (Item 3). The data for these items suggested that full implementation of the Problem Identification step was evident in the products derived from the meetings. The SBLT also noted increases that resulted in full implementation being evident for the following components: developing reasons for students not meeting benchmarks (Item 4), documenting modifications to core instruction and support plans (Items 6a and 6b), and collecting/scheduling progress monitoring data (Item 9). These items represented some components of the Problem Analysis, Intervention Development and Implementation, and Program Evaluation/RtI steps but needs within each of these steps became evident.

Specifically, the SBLT identified potential needs in the areas of using data to validate hypotheses (Item 5); documenting modifications to core instruction (Item 6c), defining criteria for positive student RtI (Item 9), and making decisions about student RtI (Item 10) and modifications to the instructional plan (Item 11). After some discussion, the SBLT decided that a barrier to implementing many of the identified needs continued to relate to lack of proficiency with the data-based decision making necessary to fully implement the model. Members discussed potential actions and developed a plan that included the PS/RtI Coach providing additional training to SBLT members and the kindergarten teachers at the beginning of the following school year targeting the data-based decisions on which they continued to struggle. The SBLT also agreed to continue to collect *Tier I and II Critical Components Checklist* data during Year 2 of implementation to evaluate their progress and ensure that PS/RtI was being implemented with integrity at Hurricane Elementary.

## Tiers I & II Critical Components Checklist Administration Summary

### Tiers I & II Critical Components Checklist Administration Summary 2009-10 School Year

This document is intended to provide you with a summary of the administration procedures for the Tiers I & II Critical Components Checklist during the 2009-10 school year. Below you will find information on what levels of implementation the instrument assesses, the methods used to assess implementation, how and when to complete the checklists, procedures for completing inter-rater agreement checks, and dates the checklists are due to the Project. Please contact Jose Castillo ([castillo@coedu.usf.edu](mailto:castillo@coedu.usf.edu); 813-974-5507) with any questions or issues related to the completion of this checklist.

*What is the purpose of this instrument?*

- Assesses implementation of a PS/RtI model at the Tier I (i.e., core instruction) and/or II (i.e., small groups) levels.
- Critical components of the problem solving process are used to determine how much of the process is being implemented and which components tend to relate to better student performance in schools

*For which schools, content areas, and grade levels is this instrument completed?*

- Completed for **pilot and comparison schools**
- **Content areas** assessed can include reading, math, and/or behavior. For Project purposes, PS/RtI coaches should complete this instrument for only those content areas being targeted by the pilot schools. For each comparison school, complete the checklist for the same content areas as the pilot school to which it was matched.
- **Grade levels** assessed can include K-5. For Project purposes, PS/RtI coaches should complete this instrument for only those grade levels being targeted by the pilot schools. For each comparison school, complete the checklist for the same grade levels as the pilot school to which it was matched.

*What methods are used to complete this instrument?*

- **Permanent product (i.e., documentation) review** is the primary method by which PS/RtI coaches complete this checklist.
- Coaches collect documents from data meetings focusing on Tier I and/or II instruction/intervention. These documents can come from multiple sources (e.g., data binders; notes from coaches, principals, reading specialists, etc.; printouts from databases; forms used to record outcomes of the process) as long as they relate to meetings focusing on Tier I and/or II instruction. NO documentation reflecting individual student problem-solving should be used to complete this instrument.
- With few exceptions, documentation used to complete this instrument should be in hard copy form (see examples above). The purpose of this requirement is to increase the probability that documents collected reflect components of the problem solving process used by participants and not activities completed to comply with district and/or state mandates (e.g., Kindergarten SRUSS data; automatically generated graphs in the PMRN). The assumption is that printed electronic files (e.g., PMRN graphs in hard copy format) or manually typed or written documents better reflect actual use of the process. Exceptions to this rule include electronic files that were created by participants during the problem solving process at the school (e.g., PowerPoint used to present data; electronic

form used to document the outcomes of the process) because these files indicate participation by team members.

*How do I score this instrument?*

- Each item is scored using a 3 point Likert-type scale:
  - ♦ 0 = Absent
  - ♦ 1 = Partially Present
  - ♦ 2 = Present
- A **scoring rubric** accompanies this instrument that provides criteria for determining the degree to which each critical component of problem solving is evident in the documentation being reviewed. This rubric must be used to complete each checklist to ensure an acceptable level of standardization across scorers, districts, schools, etc. See the materials included in the shipment to you for a copy of this rubric.

*When is this instrument completed?*

- This checklist is completed 3 times during the school year by dividing it into windows
- **Windows** represent a time period for which coaches should gather all documentation relevant to Tier I and/or II for the target content areas and grade levels to complete the checklists. Windows used for the Project are:
  - ♦ August-November
  - ♦ December-March
  - ♦ April-July

*How many of these checklists do I complete?*

- One checklist is completed per content area and grade level targeted by the pilot school in each window. For example, if a school is targeting reading and math in grades K and 1, four checklists would be completed during each window. Two checklist in kindergarten (one for reading and one for math) and two checklists in first grade (one for reading and one for math) would be completed.
- For each comparison school, the same number of checklists would be completed as for the pilot school to which it was matched. For example, for the comparison school matched to the school above, 4 checklists would be completed (one for reading in K, one for reading in 1st, one for math in K, and one for math in 1st).

*How do we conduct inter-rater agreement for this checklist?*

- Inter-rater agreement scoring procedures need to be used for checklists completed on products from the 2nd window (i.e., December-March).
- Inter-rater agreement procedures should be applied to one pilot and comparison school per coach (enclosed in this shipment is the list of pilot and comparison schools that you need to complete inter-rater agreement procedures on in case you do not have them from last year).
- Coaches or RCs identified as the inter-rater partner should score the same products used by the primary coach for a school independently using a separate checklist. Following independent

## 162 *Tier I and II Critical Components Checklist — Supplements*

scoring, coaches should use the *Tiers I & II Inter-Rater Agreement Protocol* to record agreements and disagreements for each item and calculate the overall percentage of agreement.

- Coaches/RCs should then discuss any disagreements and attempt to come to consensus regarding how to score the item in the future when similar situations arise.

*When are the checklists due to the Project?*

- The checklists are due approximately one month after the conclusion of a window.
- **Due dates** for each window's checklists are:
  - ♦ August-November: **January 15, 2010**
  - ♦ December-March: **April 30, 2010**
  - ♦ April-July: **July 31, 2010**

## Tiers I & II Critical Components Checklist Scoring Rubric

### *Tiers I and II Critical Components Checklist Scoring Rubric*

**Directions:** Criteria for completing each item on the *Tiers I and II Critical Components Checklist* are provided below. These criteria are meant to be applied to paperwork (i.e., permanent products) from a single data meeting (i.e., meetings in which the PS/RtI model is used to examine Tier I and/or II instruction). If completing this instrument on paperwork from multiple data meetings, use the scale provided at the end of this document to complete the final copy you submit to the PS/RtI Project.

#### Criteria for a Single Data Meeting

1. Data were used to determine the effectiveness of core instruction
  - 0 Absent = No data quantifying the effectiveness of core academic instruction are documented
  - 1 Partially Present = Data quantifying the effectiveness of core academic instruction for all students, or for demographic subgroups of students are documented
  - 2 Present = Data quantifying the effectiveness of core academic instruction for all students, and for demographic subgroups of students are documented
2. Decisions were made to modify core instruction or to develop supplemental (Tier II) interventions
  - 0 Absent = No decision regarding modifying core instruction or developing supplemental interventions was indicated
  - 1 Partially Present = A decision to modify core instruction or to develop supplemental interventions was indicated, but the decision was not appropriate given the data used to evaluate the effectiveness of core instruction
  - 2 Present = A decision to modify core instruction or to develop supplemental interventions was indicated and the decision was appropriate given the data used to evaluate the effectiveness of core instruction
3. Universal screening (e.g., DIBELS, ODRs) or other data sources (e.g., district-wide assessments) were used to identify groups of students in need of supplemental intervention
  - 0 Absent = Data were not used to identify students in need of supplemental intervention
  - 1 Partially Present = Students were identified for supplemental intervention based on data; however, the data used to make the decision came from outcome assessments such as the SAT-10 or FCAT
  - 2 Present = Data from universal screening assessments or other data sources were factored into the decision to identify students as needing supplemental intervention
4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks



- 0 Absent = Reasons for the students not meeting benchmarks were not developed
  - 1 Partially Present = Reasons for the students not meeting benchmarks were developed, but the reasons do not span multiple hypotheses domains (e.g., curriculum hypotheses only)
  - 2 Present = Reasons for the students not meeting benchmarks were developed and the reasons provided span multiple hypotheses domains (e.g., child, curriculum, peers, family/community, classroom, teacher)
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks
- 0 Absent = Data not collected to determine the reasons that are likely to be barriers to the students attaining benchmarks
  - 1 Partially Present = Data collected using RIOT (Review, Interview, Observe, Test) procedures for some hypotheses to determine the reasons that are likely to be barriers to the students attaining benchmarks
  - 2 Present = Data collected using RIOT (Review, Interview, Observe, Test) procedures for all hypotheses to determine the reasons that are likely to be barriers to the students attaining benchmarks
- 6a. A plan for implementation of modifications to core instruction was documented
- 0 Absent = No plan for implementing the modifications to core instruction was documented
  - 1 Partially Present = A plan for implementing modifications to core instruction was documented, but the personnel responsible, the actions to be completed or the deadline for completing those actions was not included
  - 2 Present = A plan for implementing modifications to core instruction was documented, and included the personnel responsible, the actions to be completed and the deadline for completing those actions
- N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were not necessary
- 6b. Support for implementation of modifications to core instruction was documented
- 0 Absent = No plan for providing support to the personnel implementing the modifications to core instruction was documented
  - 1 Partially Present = A plan for providing support to the personnel implementing modifications to core instruction was documented, but the personnel responsible, the actions to be completed or the deadline for completing those actions was not included
  - 2 Present = A plan for providing support to the personnel implementing modifications to

core instruction was documented, and included the personnel responsible, the actions to be completed and the deadline for completing those actions

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were not necessary

6c. Documentation of implementation of modifications to core instruction was provided

0 Absent = No information on the degree to which the modifications to core instruction were implemented was documented

1 Partially Present = Data were documented demonstrating that the modifications to core instruction were implemented, but none of the data were quantifiable

2 Present = Data were documented demonstrating that the modifications to core instruction were implemented and at least some of the data were quantifiable

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were not necessary

7a. A plan for implementation of supplemental instruction was documented

0 Absent = No plan for implementation of supplemental instruction was documented

1 Partially Present = A plan for implementation of supplemental instruction was documented, but the personnel responsible, the actions to be completed or the deadline for completing those actions was not included

2 Present = A plan for implementation of supplemental instruction was documented, and included the personnel responsible, the actions to be completed and the deadline for completing those actions

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were necessary before giving consideration to the development/modification of supplemental instruction

7b. Support for implementation of supplemental instruction was documented

0 Absent = No plan for providing support to the personnel implementing supplemental instruction was documented

1 Partially Present = A plan for providing support to the personnel implementing supplemental instruction was documented, but the personnel responsible, the actions to be completed or the deadline for completing those actions was not included

2 Present = A plan for providing support to the personnel implementing supplemental instruction was documented, and included the personnel responsible, the actions to be completed and the deadline for completing those actions

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were necessary before giving consideration to the development/modification of supplemental instruction

7c. Documentation of implementation of supplemental instruction was provided

0 Absent = No information on the degree to which supplemental instruction was implemented was documented

1 Partially Present = Data were documented demonstrating that the supplemental instruction protocol was implemented, but none of the data were quantifiable

2 Present = Data were documented demonstrating that the supplemental instruction protocol was implemented and at least some of the data were quantifiable

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were necessary before giving consideration to the development/modification of supplemental instruction

8. Criteria for determining positive RtI were defined

0 Absent = No criteria for determining positive RtI were provided

1 Partially Present = Quantifiable data defining improvement in the target skill needed for positive RtI was provided, but the data did not include a rate index

2 Present = The rate at which improvement on the target skill is needed for student RtI to be considered positive was provided in measurable terms

9. Progress monitoring and/or universal screening data collected/scheduled

0 Absent = Little or no progress monitoring data were collected/scheduled

1 Partially Present = Progress monitoring data were collected/scheduled, but were not collected/scheduled frequently enough or were collected/scheduled using measures that were are not sensitive to small changes in the target skill

2 Present = Progress monitoring data were collected/scheduled at an appropriate frequency using measures that are sensitive to small changes in the target skill

10. Decisions regarding student RtI documented

0 Absent = No discussion of the students RtI was provided

1 Partially Present = A discussion of student RtI was provided, but no decisions regarding positive, questionable, or poor RtI were made

2 Present = Documented decisions regarding whether the students demonstrated positive, questionable, or poor RtI were made based on progress monitoring data

11. Plan for continuing, modifying, or terminating the intervention plan provided

- 0 Absent = No plan for continuing, modifying, or terminating the intervention plan was provided
- 1 Partially Present = A plan for continuing, modifying, or terminating the intervention plan was provided, but it did not link directly to the students' RtI
- 2 Present = A plan for continuing, modifying, or terminating the intervention plan was provided based on the students' RtI

Criteria for Multiple Data Meetings

When completing this instrument on paperwork from multiple data meetings for a given school, use the following criteria when marking each item for the final copy you submit to the PS/RtI Project:

- 0. The critical component being examined is absent in **more than 75%** of the meetings for which permanent products are being reviewed
- 1. The critical component being examined is absent in **75% or less** of the meetings for which permanent products are being reviewed, **but** is not marked present for **75% or more** of the meetings for which permanent products are being reviewed
- 2. The critical component being examined is present in **75% or more** of the meetings for which permanent products are being reviewed

## Blank Tiers I & II Critical Components Checklist

Problem Solving/Response to Intervention  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Critical Components Checklist

### Tiers I and II Critical Components Checklist

School: \_\_\_\_\_ Target Area:  Reading  Math  Behavior

Window:  1  2  3 Grade Level (if applicable): \_\_\_\_\_

**Directions:** For each selected target area and grade-level, please use the scale provided to indicate the degree to which each critical component of a Problem-Solving/Response to Intervention (PS/RtI) model is present in paperwork (i.e., permanent products) derived from data meetings (i.e., meetings in which the PS/RtI model is used to examine Tier I and/or II instruction). See the attached rubric for the criteria for determining the degree to which each critical component is present in the paperwork.

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
<b>Problem Identification</b>		
1. Data were used to determine the effectiveness of core instruction	0 1 2	
2. Decisions were made to modify core instruction or to develop supplemental (Tier II) interventions	0 1 2	
3. Universal screening (e.g., DIBELS, ODRs) or other data sources (e.g., district-wide assessments) were used to identify groups of students in need of supplemental intervention	0 1 2	
<b>Problem Analysis</b>		
4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks	0 1 2	
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0 1 2	
<b>Intervention Development and Implementation</b>		
6. Modifications were made to core instruction		
a. A plan for implementation of modifications to core instruction was documented	0 1 2 N/A	
b. Support for implementation of modifications to core instruction was documented	0 1 2 N/A	
c. Documentation of implementation of modifications to core instruction was provided	0 1 2 N/A	



Problem Solving/Response to Intervention  
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Critical Components Checklist

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
7. Supplemental (Tier II) instruction was developed or modified		
a. A plan for implementation of supplemental instruction was documented	0   1   2   N/A	
b. Support for implementation of supplemental instruction was documented	0   1   2   N/A	
c. Documentation of implementation of supplemental instruction was provided	0   1   2   N/A	
<b>Program Evaluation/RtI</b>		
8. Criteria for positive response to intervention were defined	0   1   2	
9. Progress monitoring and/or universal screening data were collected/scheduled	0   1   2	
10. A decision regarding student RtI was documented	0   1   2	
11. A plan for continuing, modifying, or terminating the intervention plan was provided	0   1   2	

**Additional Comments:**

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