

Tiers I & II Observation Checklist

School Name: _____ Content Area: Reading Math Behavior

Date: _____ Grade Level: _____

Directions: Prior to the Problem Solving Team/Data meeting, indicate whether each of the personnel identified in items 1-9 were present or absent. For items 10-20, please indicate whether the critical component of problem solving/Response to Intervention was present or absent during the Problem Solving Team/Data meeting. This form should only be used for problem solving/data meetings focusing on Tier I and/or II issues.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder (i.e., Notetaker)			
9. Timekeeper			
Problem Identification			
10. Data were used to determine the effectiveness of Tier I instruction			
11. Decisions were made to modify Tier I instruction and/or to develop supplemental (Tier II) interventions			
12. 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			
Problem Analysis			
13. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks			
14. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks			

Critical Component	Present	Absent	Evidence/Notes
Intervention Development/Support			
<input type="checkbox"/> Modifications were made to 7 L H U , instru (Note: Select N/A under the Evidence/Notes column for "c/c if a defensible decision was made to NOT modify 7 L H instruction)			
a. A plan for implementation of modifications to Tier I instruction was documented			<input type="checkbox"/> N/A
b. Support for implementation of modifications to Tier I instruction was documented			<input type="checkbox"/> N/A
c. Documentation of implementation of modifications to Tier I instruction was provided			<input type="checkbox"/> N/A
16. Supplemental (Tier II) instruction was developed or modified (Note: Select N/A under the "Evidence/Notes column for a-c if a defensible decision was made to NOT modify Tier I instruction)			
a. A plan for implementation of supplemental instruction was documented			<input type="checkbox"/> N/A
b. Support for implementation of supplemental instruction was documented			<input type="checkbox"/> N/A
c. Documentation of implementation of supplemental instruction was provided			<input type="checkbox"/> N/A
Program Evaluation/RtI			
17. Criteria for positive response to intervention were defined			
18. Progress monitoring and/or universal screening data were collected/scheduled			
19. A decision regarding student RtI was documented			
20. A plan for continuing, modifying, or terminating the intervention plan was provided			

Additional comments: