Foundational Structure Reflection Rubric:

TIERED FRAMEWORK/SYSTEM OF SUPPORTS

- A framework/system providing prevention, early identification, intervention and supports for EACH student
- 3 graduated tiers of evidence-based interventions for academic, behavioral and social-emotional needs
- Processes and tools for making instructional decisions
- Frequent data-based monitoring to inform decisions
- Leadership and professional development that builds system capacity and an empowering culture

Definition:

Each student has needs that are to be addressed through a three-tiered framework/system of support.

The selected framework/system must include comprehensive interventions to promote student growth in the areas of academics, social-emotional and behavior.

Systems develop a plan around the selected framework/system to include data to inform decision-making and continuous monitoring of student progress. The plan utilizes evidence-based practices to meet students where they are.

EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
Work is becoming more evident; plans are taking form; all of the relevant pieces are in place	There is evidence that work is being done; plans are being actively put into action	There is evidence that work is moving in a positive direction; there are pockets of implementation and sustained efforts.	Work is part of the school culture and efforts are being made to maintain, embed, and improve quality

EVIDENCE	**EVIDENCE**	**EVIDENCE**	**EVIDENCE**
<u>Leadership and Empowerment</u> Leadership teams have not been formalized. There are no identified leadership teams attending specifically to academics and/or behavior social-emotional learning needs. <u>Assessment</u> The assessment system includes assessment tools for outcomes only. No commonly agreed upon are understood decision rules for academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports <u>Curriculum</u> Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers. Staff members receive academic and/or behavioral core, supplemental and intense curricular materials they are responsible for providing and are	<u>Leadership and Empowerment</u> Formal leadership is identified by position such as superintendent, principal, department chairs, or other titled positions within the district. The leadership team is informally identified to address academics and/or behavioral social-emotional learning needs. <u>Assessment</u> The assessment system includes some of these assessment tools for only academics or behavior: • Universal Screening • Diagnostics/Functional Behavioral Assessment • Progress Monitoring • Outcomes Teams have information or missing decision rules for academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports	<u>Leadership and Empowerment</u> Formal leadership teams exist only at some levels or include representation from some but not all: • Administration • Staff • Learners • Families • Community Collaborators There are separate leadership teams identified to address academic and behavior social-emotional learning success that meet regularly. <u>Assessment</u> The assessment systems include all of these assessment tools for only academics or behavior: • Universal Screening • Diagnostics/Functional Behavioral Assessment • Progress Monitoring • Outcomes Teams have documented decision rules, but they are unknown for inconsistently used	<u>Leadership and Empowerment</u> Formal leadership teams exist at all buildings/sites and the district level. They include representation from: • Administration • Staff • Learners • Families • Community Collaborators The leadership team meets regularly to address learner academic and behavioral social-emotion learning success in an integrated manner using a data-based decision-making system. <u>Assessment</u> The assessment system for academics and behavior includes: • Universal Screening • Diagnostics/Functional Behavioral Assessment • Progress Monitoring

expected to implement the curricula according to the teachers' manuals provided.

Instruction

The learning instructional practices/strategies are left up to individual staff members.

The schedule does not include specific time for core, supplemental and intensive instruction.

Data-Based Decision Making

No formal team has been identified to conduct data-based decision making at any level.

Staff members do not understand how to analyze data or how to interpret the results.

Sustainability

There is no monitoring of the implementation of a tiered framework/system of support. Professional development activities are not tied to a multi-tier framework of supports. There are no activities or time allocated for group decision making.

Curriculum

Academic and behavioral curricular materials assumed to evidence-based or not evidence-based for all tiers.

Staff members receive an overview of the academic and behavior core, supplemental and intense curricular materials and programs they are responsible for providing and/or reminders of concepts that must be taught prior to state assessment.

Instruction

Selected staff members (e.g reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instruction practices/strategies.

The schedule provides sufficient time for core, supplemental and intensive instruction and it's left up to individual staff members to ensure that planned time is actualized.

Data-Based Decision Making

Informal teams meet as time allows to conduct data-based decision making at some levels:

by staff members for academics and behavior regarding:

- Access to supports
- Changing supports
- Intensifying supports
- Exiting supports

Curriculum

Staff members rely on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.

Some staff members are trained in using academic and behavioral core, supplemental and intense curricular materials and programs they are responsible for providing. All staff members are provided the scope and sequence for introducing concepts to learnings.

Instruction

Some staff members are trained in the use of evidence-based instructional practiced/strategies for academics and behavior and "take the information back" to their

- Outcomes

Assessments are given in reliable and valid manner with fidelity to administration. Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding:

- Access to supports
- Changing supports
- Intensifying supports
- Exiting supports

Curriculum

Staff members have formally evaluated and documented the adequacy and equity of all the academic and behavioral curricular materials used across tiers and ensured alignment to learning needs, state standards and the evidence base.

Staff members are specifically trained in using academic and behavioral core, supplemental and intense curricular materials

	• System (District/Building/Site) • Supplemental Instruction • Intensive Instruction Staff members can analyze some of the simplest data elements but don't know how to interpret the results. <u>Sustainability</u> The implementation of tiered framework/system of supports principals and practices are monitored through initial implementation. Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices. The administration promotes leadership skills within staff but retains decision-making authority at the administrative level.	colleagues via Professional Learning Communities, etc. The schedule provides sufficient time for core, supplemental and intensive instruction but it is not protected from interruptions nor monitored to ensure that planned time is actualized. <u>Data-Based Decision Making</u> Teams are identified and conduct data-based decision making at some levels: • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction Most staff members can analyze much of the data and interpret the results but do so inconsistently and information shared with families is limited. <u>Sustainability</u> Implementation of core components of a tiered framework/system of supports is monitored through full implementation.	and programs they are responsible for providing. <u>Instruction</u> All staff members are specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff members understand the critical features and application in all settings. Ongoing support and coaching are provided as staff members implement the instructional practices/strategies. The schedule provides sufficient time for core, supplement and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized. <u>Data-Based Decision Making</u>

		The professional development plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of a multi-tier framework of supports based upon local data. Leadership informally involves staff in the decision making.	Clearly identified teams conduct data-based decision making at each level: - System (District/Building/Site) - Supplemental Instruction - Intensive Instruction All staff members have a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data. <u>Sustainability</u> There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of a tiered framework/system of supports to ensure that changes are positive for learner progress. There is a formal, long-term professional development plan for all staff members and administrators with all

			activities directly tied to practices that support the implementation and refinement of a multi-tier framework of supports based upon local data. The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.