

**Application for ORTIi Elementary Math Cadre 2**

**SECTION II: Oregon RTIi District Implementation Evaluation Tool – District Based v2 (DIET-DB2)**

1. At the top, record your ***school district’s name***, the current ***school year***, and which district leadership team members are ***completing the form***.
2. For each Component, read the accompanying ***Essential Element*** and check whether it is *currently* ***In Place*** or ***Not in Place***.
3. Add up the total number of items *currently* ***In Place*** and record the total in the box at the bottom.
4. If you have questions, please contact David Putnam, Director, Oregon RTII ([dputnam@ttsd.k12.or.us](mailto:dputnam@ttsd.k12.or.us); 503-431-4136)

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| --- | --- | --- | --- | --- |
| *School District:* | | *School Year:* | | |
| *Completed by:* | | | | |
| ***Component*** | ***Essential Elements*** | | ***Not In Place*** | ***In Place*** |
| Leadership | **1)** District team has developed and documented *Standards of Practice* for core, teaming and interventions. | |  |  |
| **2)** District Leadership provides on-going internal professional learning (e.g., principal meetings, discussions) to principals on RTI implementation. | |  |  |
| **3)** District team uses *fidelity tools* tomonitor andreview RTI implementation (e.g., observations of instruction & meetings, checklists, self-evaluations). | |  |  |
| **4)** District level leadership meets individually with principals at least once (1X) a year to review implementation of RTI at their school. | |  |  |
| **5)** District reports RTI progress on implementation/student achievement data to Board at least 2 times (2X) a year. | |  |  |
| Professional Learning | **6)** District team uses data (walkthroughs, staff surveys and outcome data) to assess staff training needs. | |  |  |
| **7)** District team has a *District Training Plan* that includes initial, on-going, and follow-up support as needed. | |  |  |
| **8)** District team allocates funds, time and staffing to implement the training described in the *District Training Plan*. | |  |  |
| **9)** District has staff that serves in a coaching capacity for RTI implementation. | |  |  |
| **10)** District has a written plan for coaching activities. | |  |  |
| **11)** Coaches are provided with initial & on-going training and support in coaching and RTI practices. | |  |  |

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| ***Component*** | ***Essential Elements*** | ***Not In Place*** | ***In Place*** |
| Data Based Decision Making | **12)** District team conducts a *District Data Review to* examine outcome data (Universal Screening, Core assessments) and implementation data (walkthroughs, fidelity tools, DIET-SB-2) at least once (1X) a year to determine district needs/priorities for implementing RTI. |  |  |
| **13)** Following the *District Data Review,* an **Action Plan** is developed/revised and reviewed annually. |  |  |
| **14)** District reviews their capacity to implement the action plan by determining funding, staffing and time. |  |  |
| **15)** Funding priorities/allocations are team-based and not independently determined. |  |  |
| Culture | **16)** Hiring process includes questions related to RTI practices and has staff demonstrate the skills that they need to perform (e.g., behavior vignettes, data analysis, video feedback, lesson demonstration). |  |  |
| **17)** Job descriptions (principal, teacher, special education teacher, specialist, central office) clearly define the expected skills to implement RTI. |  |  |
| **18)** In–district staff is interviewed for positions rather than “moved into” positions. |  |  |
| **19)** District team dedicates time and monitors & supports adult learning and collaboration (PLCs) at least once (1X) a month. |  |  |
| **Total in Place** | | |  |

**Notes/Comments:**