

**Gold Standards for the Six Components of Response to Instruction**  
**Version 1.0**

Orleans Southwest Supervisory Union

Compiled by the OSSU Leadership Team Spring of 2010 and based on work from the Vermont Department of Education

In this document are the six components of **Response to Instruction** and a description of the critical elements for each of the components. Each element has a description of what the ideal evidence and a description of evidence that is unacceptable for each element. The six components are:

1. **Multi-Tiered Instructional Model** - This model is a framework that is depicted as a three-tier model that uses increasingly more intense instruction and interventions. The three tiers are:
  - Tier I, primary instruction, is the universal core program that all students receive.
  - Tier II, secondary instruction, supplements primary instruction (i.e., the universal core program) such that students receive additional research-based instruction. Secondary level interventions are often short-term, implemented in small group settings, and may be individualized.
  - Tier III, tertiary instruction, supplements primary and secondary instruction to intensify learning opportunities). Tier III often occurs under the auspices of special education. Individualized education program (IEP) goals are established; individualized student programs are developed formatively using systematic progress monitoring; and student progress data are also used to determine when a student may return to secondary or primary prevention. Tertiary level of intervention is usually implemented individually or in very small groups.
2. **Evidence Based Practices for Instruction** - Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.
3. **Data-based Decision Making** - Decisions about instruction (for either a student or a group of students) are based on professional judgment informed directly by student performance data. At the screening level, data would be used to make decisions about which students are at risk and their needs not being met. In the progress monitoring stage, data is used to make decisions about effectiveness of instruction. Decisions to increase or decrease levels of instruction within a **Multi-Tiered Instructional Model** are based on student performance data. Data is also used to make decisions regarding the fidelity of implementation.
4. **Universal Screening and Continuous Progress Monitoring** – An assessment system that has a cycle to examine all students knowledge against performance standards and has a monitoring component to track student improvement in learning if they are not meeting the set standards. Universal screening tests are typically brief; conducted with all students at a grade level. Progress monitoring is used to assess students’ academic performance, to quantify a student rate of improvement or

responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

5. **Fidelity of Implementation** - Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.
  
6. **Leadership, Climate and Culture** – Staff members (administrators and staff) create and take responsibility to establish and maintain an educational climate in which all students can learn. The staff believes that the educators in the building need to find the “right” instructional opportunities help each students grow. The teachers use data to inform our practice and do not take it personally when it is not working for a student.

Critical Component (non-negotiable)	Define how does this critical Component contribute to the Outcome?	Ideal “Gold Standard” of the Critical Component	Evidence of meeting the Standard
<p><b>1</b></p> <p>Multi-tiered Model</p>		<ul style="list-style-type: none"> <li>• Instruction and interventions at the universal level are accessed by all students and meet the academic and behavior needs of at least 80% of the students.</li> <li>• Highly efficient and rapid response interventions at the targeted level are accessed by some students (10-15%) as determined by data.</li> <li>• Assessment based interventions at the intensive level are accessed by individual students (1-5%) as determined by data.</li> <li>• Movement across tiers is fluid and based on data.</li> <li>• Interventions occur at the universal, targeted, and intensive tiers.</li> <li>• School-based teams at each tier meet consistently, discuss student performance data to determine student progress toward stated learning goals and benchmarks, and make decisions about interventions.</li> <li>• Resources are allocated based upon school-wide student progress data in academics and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction and interventions at the universal level meet the need of less than 80% of students.</li> <li>• Targeted interventions are not assessment based, highly efficient and/or rapid in response.</li> <li>• More than 15% of students are in the targeted interventions.</li> <li>• Intensive interventions are not assessment based.</li> <li>• More than 5% of students receive intensive interventions.</li> <li>• Movement across tiers is not fluid.</li> <li>• Interventions only occur at the targeted and intensive levels.</li> <li>• Learning goals are not identified, student progress is not discussed, and teams are not in place or meet too infrequently.</li> <li>• Resource allocation is not informed by school, class and individual data.</li> </ul>

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<p><b>2</b></p> <p>Evidence Based Practices for instruction and interventions, High Quality Curriculum, and high quality assessment system</p>		<ul style="list-style-type: none"> <li>• All students have access to and benefit from evidence based practices for instruction and interventions in academics and behavior across all tiers</li> <li>• All students have access to and benefit from high quality curriculum across all tiers.</li> <li>• All students have access to and benefit from high quality assessments (pre/post, formative and summative) across all tiers.</li> <li>• Technology is used as a tool to make instruction, assessments, and materials accessible to all students.</li> <li>• Evidence based practices used in the classroom are implemented based on student data in academics and behavior</li> <li>• All staff are effectively trained and supported to acquire necessary understanding, knowledge and skills to implement curricula or practice in academics and behavior..</li> </ul>	<ul style="list-style-type: none"> <li>• “One size fits all” instruction is not responsive to student needs.</li> <li>• Interventions only occur at the targeted and intensive levels.</li> <li>• Interventions are not responsive to student needs.</li> <li>• Some students do not have access to or benefit from high quality curriculum.</li> <li>• Curriculum is only based on attainment of facts and skills.</li> <li>• Some students do not have access to or benefit from high quality pre/post formative and summative assessments.</li> <li>• There is limited or no use of technology as a tool to make instruction, assessments, and materials accessible to all students.</li> <li>• Practices are based on personal preference and/or tradition and are not based on student achievement data.</li> <li>• Staff is not provided with appropriate training and support to acquire necessary knowledge and skills (trial by fire).</li> </ul>

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2		<ul style="list-style-type: none"> <li>• There is a school-wide focus on learning: academic goals and behavioral expectations are known and understood by staff and students.</li> <li>• Practices are in place to ensure that reflection on learning occurs among staff and students</li> <li>• Practices are in place to ensure that all students are engaged in learning.</li> <li>• Staff differentiates content, process and product by readiness, interest and learning profile on a consistent and ongoing basis</li> <li>• The school uses curriculum that has been mapped to the state standards and a system is in place for ongoing review and revision.</li> <li>• A high quality curriculum is in place that emphasizes “understanding” in addition to facts and skills.</li> <li>• Unit plans are developed using a backward design framework</li> <li>• Assessments for learning and of learning are utilized (pre-assessments, formative assessments, and summative/performance based assess.)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students do not know the learning goals and behavioral expectations.</li> <li>• No opportunities for reflection on learning occur.</li> <li>• The focus in the classroom is on coverage or activities.</li> <li>• The culture in the classroom privileges only a few voices.</li> <li>• Teachers are not aware of the level of student engagement.</li> <li>• Instruction looks the same for all students.</li> <li>• The curriculum has not been mapped to the standards.</li> <li>• Review and revision of curriculum does not occur.</li> <li>• The curriculum emphasizes only facts and skills.</li> <li>• Lesson and unit plans are absent, or are developed based on activities or coverage.</li> <li>• Only summative assessments of learning are utilized.</li> </ul>

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<p><b>3</b> Data-based Decision making and problem solving.</p>		<ul style="list-style-type: none"> <li>• A continuous cycle of data analysis and problem-solving creates seamless transitions between the tiered levels of academic and behavioral instruction and supports.</li> <li>• Framework for the problem-solving process is integrated within every tier and ensures a school-wide uniform approach to interventions in academics and behavior.</li> <li>• Instructional decisions are made based on student achievement data.</li> <li>• Teacher discussions at PLC/Grade level/content area teams are centered on student achievement data</li> <li>• Records of staff and team meetings include the data discussed and decisions made based on the data.</li> <li>• Academics and behavioral learning goals and expectations, student work and school achievement data is prominently displayed throughout the school and is shared with students, parents, community, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• A cycle of data analysis and problem –solving is not used: tiered interventions are fixed.</li> <li>• The problem solving process has not been integrated into every tier; therefore a uniform approach does not occur.</li> <li>• Instructional decisions are made based on teacher judgment only; data is not collected or is collected but not used.</li> <li>• Teacher discussions are not focused on student achievement data.</li> <li>• There is no documentation of the data discussed or the decisions resulting from the discussion of data.</li> <li>• Learning goals and expectations are not displayed; student work and school achievement data is not shared.</li> </ul>

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<p><b>4</b> Universal screening and continuous progress monitoring</p>		<ul style="list-style-type: none"> <li>• Universal screening in literacy, math and behavior occurs at regular intervals, informs decisions on interventions and identifies students in need of further diagnostic assessment.</li> <li>• Continuous progress monitoring is used for students in targeted and intensive tiers and is done at least bi-weekly to determine the effectiveness of the interventions.</li> <li>• Staff has access to data in a timely and useable manner.</li> <li>• Staff understands how to analyze, chart and interpret data.</li> <li>• Teams have developed sophisticated use of student performance data to determine appropriate and timely interventions in academics and behavior.</li> <li>• Student performance data is used regularly to determine curricular, instructional and assessment decisions in academics and behavior school-wide.</li> </ul>	<ul style="list-style-type: none"> <li>• Universal screening does not occur, occurs infrequently, or the data is not utilized.</li> <li>• Continuous progress monitoring does not occur, occurs infrequently, or the data is not utilized.</li> <li>• Interventions are not timely or based on student performance data.</li> <li>• Data is not made available to staff, is not provided in a timely manner, and/or is not in a useable format.</li> <li>• Staff is not provided with professional development and coaching in use of data for instructional decisions.</li> <li>• Teams do not use student performance data for instructional decisions.</li> <li>• Student performance data is not applied to school-wide decisions.</li> </ul>



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<b>5</b> Fidelity of Implementation		<ul style="list-style-type: none"> <li>• Staff understands the importance of implementation fidelity.</li> <li>• Measures of fidelity are documented and used on a regular basis.</li> <li>• Coaches meet periodically with staff to evaluate fidelity of implementation of practice.</li> <li>• Fidelity measures consistently show effective implementation of evidence based practices.</li> <li>• Various strategies such as peer visits, walk-through, extended observations, conferences and feedback on lesson/unit plans occur to help ensure fidelity of implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff has not had the opportunity to discuss fidelity.</li> <li>• There are no documented measures of fidelity or fidelity measures are used infrequently.</li> <li>• There is no coaching component for the fidelity of implementation of practices.</li> <li>• No fidelity measures are employed, or only the principal or and outside agent participated in fidelity measures and analysis of data.</li> <li>• Data is not collected through various strategies and/or is not applied to strengthening fidelity of implementation.</li> </ul>

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<p><b>6</b> Leadership, Climate and culture</p>		<ul style="list-style-type: none"> <li>• Staff believes that all students can succeed.</li> <li>• Staff takes shared ownership for students’ academic and behavioral achievement and work to continually improve their own practice</li> <li>• Students and staff feel valued, safe, are able to take educational risks, and have trusting relationships.</li> <li>• Professional Learning Communities (PLC’s) are in place to empower staff to share effective strategies and practices throughout the school.</li> <li>• Teachers build collaboration and community in their classrooms and across the school.</li> <li>• The schools positive climate attracts and retains teachers.</li> <li>• Families are involved in their child’s learning in purposeful ways through constructive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff believes that some, but not all students can succeed.</li> <li>• Staff does not take shared ownership for the academic and behavioral achievement of all students.</li> <li>• Staff does not continually improve their own practice.</li> <li>• Students and/or staff feel unsafe and/or unvalued.</li> <li>• Students and/or staff feel unable to take educational risks.</li> <li>• Students and/or staff do not feel they have trusting relationships.</li> <li>• Staff is not provided a structured time to discuss instructional practices, or structured time is provided but not used to discuss individual and school wide instructional practices.</li> <li>• Community and collaboration is absent in one or more classrooms or is absent across the school.</li> <li>• The school has a consistently high turnover rate among staff.</li> <li>• Parents are not engaged as collaborative stakeholders.</li> </ul>

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6		<ul style="list-style-type: none"> <li>• Staff members apply an understanding of cultural differences to form relationships with students and their families and to inform instruction.</li> <li>• Effective school leadership translates the mission, vision and beliefs into practice.</li> <li>• School initiative, planning and allocation of adequate and appropriate resources are aligned to a common vision and address needs identified by data.</li> <li>• Professional Development that is intensive and ongoing, job embedded and relevant is linked to the school’s mission, vision and goals.</li> <li>• Celebration of progress toward learning goals in academics and behavior occurs on a regular basis throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Information on student cultures does not inform relationship building or instruction.</li> <li>• Practice is unaffected by the mission and vision of the school.</li> <li>• School initiative, planning and resource allocation are not aligned to a common vision and/or do not address needs identified by data.</li> <li>• Professional development is not aligned with the school’s mission, vision, and goals.</li> <li>• Professional development is limited to workshops and information dissemination.</li> <li>• There is little or no acknowledgement of progress toward goals.</li> </ul>