CT State Personnel Development Grant (SPDG)

Statewide System of Academic and Behavioral Interventions and Supports

Scientific Research-Based Interventions (SRBI) Self-Assessment

Instructions:

1) The SRBI Self-Assessment should be completed by *each* member of the SPDG School Leadership Team prior to your initial site visit with your SPDG Technical Advisors.

2) After each team member has individually completed the assessment, responses should be combined into one document. For each indicator,

- Include all evidence listed by each team member in the column "As Evidenced By." Please be as thorough as possible.

- Enter ✓'s in the appropriate "Level of Implementation" columns to indicate the ratings (0, 1, 2, or 3) each team member assigned the indicator. There should be one ✓ for each team member. The goal is to accurately represent each team member's viewpoint rather than to have consensus.

3) Email the document to your SPDG Technical Advisors prior to your initial site visit (please make sure the names of all team members who have completed the assessment are entered in the left column of the table below).

4) On the day of your initial site visit, you will review the document with your Technical Advisors. You will also complete Part II of the Self-Assessment at this time.

5) Questions? Please contact your SPDG Technical Advisors or Cortney Sharpe, Education Service Specialist (sharpe@ctserc.org).

Please complete the following

School: _____   District: _____

Self-Assessment Completed by:	Initial Site Visit Meeting Attended by:
Name/Role	Name/Role
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Thank you!

Scientific Research-Based Interventions (SRBI) Self-Assessment

<u>Instructions</u>:
- In the "As Evidenced By" column, list the evidence that currently exists at your school to substantiate implementation of the indicator.
- Enter a ✓ in the appropriate "Level of Implementation" column to indicate the rating you would assign to your school's implementation of the indicator.
- Leave Part II blank. You will complete this section of the tool with your SPDG Technical Advisors during your initial site visit.

SRBI Indicators	Part I: As Evidenced By:	Level of Implementation				Part II: Additional Evidence:	Priority H/M/L
		Not Yet (0)	Initial (1)	Partial (2)	Full (3)		
1. System of Instruction							
a. System in place to evaluate curriculums, instruction, and learning environments on a regular basis to determine effectiveness based on outcomes of all students							
b. Evidence-based and culturally relevant practices are known and utilized by all staff							
c. An alignment of curriculum, instruction, assessment and professional development is evident							
d. Core general education practices are accessible by all students (regardless of language spoken at home, culture, ability)							
e. Continuum of support for all students is clearly defined and articulated (addressing both academics and behavior)							
f. Core Reading curriculum is reflective of Common Core State Standards							
g. Core Math curriculum reflective of Common Core State Standards							

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SRBI Indicators	Part I:						Part II:	Priority H/M/L
	As Evidenced By:	Level of Implementation					Additional Evidence:	
		Not Yet (0)	Initial (1)	Partial (2)	Full (3)			
h. A social/emotional learning (SEL) curriculum is in effect and represents core competencies (e.g., self-management, social awareness, relationship skills, and responsible decision making)								
i. School-wide behavior expectations are clearly defined, taught, and reinforced								
j. There is a culture of strengthening and building relationships (adult to adult, adult to student, student to student)								
k. There is a focus on fidelity of implementation and replication of evidence-based practices (e.g., practices that have been effective with all subgroups as evidenced by . . .)								
l. Reflective practice fosters continuous improvement of teaching and learning								
m. Time for supplemental intervention is in addition to core instruction/programming								
n. Developed or is planning to develop instructional materials to support scientific research-based interventions								
o. Interventions have clearly described protocols/procedures								
p. Intervention intensity is determined through review of data for considerations about frequency, duration, size of grouping, and effectiveness of instruction/intervention								

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SRBI Indicators	Part I: As Evidenced By:	Level of Implementation				Part II: Additional Evidence:	Priority H/M/L
		Not Yet (0)	Initial (1)	Partial (2)	Full (3)		
q. Use and allocation of staff to provide various interventions is reviewed on a regular basis							
r. Core general education curriculum is reflective of multiple racial/cultural perspectives							
2. System of Assessment							
a. Common district assessments are used to evidence effectiveness of core instruction, predict which students might need supplemental supports, and clarify/target specific instructional needs.							
b. Assessment methods are in place to provide the necessary data to inform instructional decisions and demonstrate improvement in student performance over time (e.g., common assessments, performance assessments, portfolio assessment, curriculum-based measurements)							
c. Teachers collaborate to examine student work and create probes/short and quick assessments for targeted skill areas							
d. Assessments are sensitive to students' instructional level and language proficiency and are culturally relevant							
e. An established data-management system, tied to grade level content standards and benchmarks, allows ready access to students' progress monitoring data for staff and families							
f. Data are collected, analyzed, summarized and displayed to inform instruction in the core curriculums based on students' true peer group (e.g., SES, race, language, ability)							

SRBI Indicators	Part I:					Part II:	
	As Evidenced By:	Level of Implementation				Additional Evidence:	Priority H/M/L
		Not Yet (0)	Initial (1)	Partial (2)	Full (3)		
g. Teachers use progress monitoring data to evaluate instructional effectiveness and to be informed about the changes necessary to better meet students' needs (e.g., Data Teams)							
h. Decision-making rules and cut points for interventions are clearly defined							
i. Teachers use progress monitoring data frequently to monitor students' response to instruction/intervention and to identify students in need of additional support early on							
j. Progress monitoring during supplemental instruction (tier 2 and tier 3) focuses on targeted skills and occurs systematically to determine progress							
k. There is sufficient time allotted to interpret and use data and other information related to student performance for the improvement of instruction							
3. System of Decision-Making							
a. There is a school-wide data team that disaggregates and analyzes multiple sources of student data (e.g., academic and behavioral) to find patterns/trends in order to make appropriate programmatic changes							
b. A variety of instructional teams (e.g., grade level, content) meet regularly (once a week) to review students' progress and to determine effective strategies and interventions							
c. There is evidence of collaboration through data teams and coaching/collaborative opportunities across disciplines (e.g., general ed. and special ed.) for improved student outcomes							

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SRBI Indicators	Part I:						Part II:	
	As Evidenced By:	Level of Implementation					Additional Evidence:	Priority H/M/L
		Not Yet (0)	Initial (1)	Partial (2)	Full (3)			
d. Decisions regarding changes in instruction and intervention are based on a systematic, data driven decision-making model								
e. Function of student behavior is assessed early								
f. School staff collaborate with families to determine student needs and develop intervention plans								
g. There is a focus on improved student outcomes vs. eligibility for special education								
4. Leadership								
a. School Leadership Team communicates effective schools' research and evidence-based practices								
b. School leadership articulates rationale for SRBI practices and integrates its principles with school values and mission								
c. There is a plan for the implementation of SRBI and staff are committed to long-term commitment for transformational change								
d. Leadership organizes allocation of staff time and resources and identifies resources for SRBI implementation and improved student performance								
e. Leadership builds capacity of staff to ensure sustainability of effective practice (e.g., connects professional growth plans with school improvement goals)								

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SRBI Indicators	Part I:					Part II:	
	As Evidenced By:	Level of Implementation				Additional Evidence:	Priority H/M/L
		Not Yet (0)	Initial (1)	Partial (2)	Full (3)		
f. Leadership provides consistent and systematic observations of teachers to ensure fidelity of instruction/intervention (e.g., instructional rounds)							
g. School Leadership Team provides ongoing professional development and support for school staff to maximize the utilization and effectiveness of the interventions in the general classroom							
h. Leadership facilitates professional development around school climate and cultural competence							
i. Leadership models and supports a culture of collaborative inquiry and continuous improvement							