## RTI Approaches for Pre-K

### Fidelity of Implementation Program Level Rubric

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<table>
<thead>
<tr>
<th>Tier I Rating</th>
<th>Screening, Assessment, &amp; Progress Monitoring</th>
<th>Evidence-based Practice &amp; Standard Protocols</th>
<th>Collaborative Problem Solving</th>
<th>Parent &amp; Family Partnerships</th>
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**Tier I**

- **Rating**: Universal screening for health & wellness are in place. Academic & behavioral screening is conducted periodically & on an individual basis if indicated. Assessments include a variety of authentic measures. Data are collected across multiple time periods & settings. Progress is monitored periodically & as needed. Measures reflect child’s language & cultural sensitivity.
- **Rating**: A comprehensive evidence-based core curriculum is in place for academic & social/emotional development. Benchmarks for child growth & outcome indicators are in place. Intentional teaching is used to plan for children’s needs & to redirect learning appropriately.
- **Rating**: A collaborative problem-solving team is in place to provide support for decision making on a regular basis. Process & procedures for documenting team support is in place.
- **Rating**: Parents & families actively participate in program & class activities. Frequent communication is initiated regarding child strengths & needs. Parents’ values, language, & culture are honored.
- **Rating**: Resources & funding are adequate to support activities. Quality of program is formally reviewed periodically and improved. Supervision & support are provided for teachers. Fidelity of implementation is discussed & expectations for program are shared with all stakeholders.

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**Tier II**

- **Rating**: Assessments are targeted for the child to determine supports and services. Multiple viewpoints regarding the child’s strengths & needs are sought. Documentation is prepared in user-friendly ways for use by the collaborative problem solving team. Progress monitoring is more targeted and frequent.
- **Rating**: Standard protocols are used to provide additional support for learning; instructional protocols are matched to child strengths & needs through data-based decision making. Instruction is both embedded & explicit.
- **Rating**: Team meets to review information on the child’s strengths & needs. Support plan is developed for the child, teacher, other professionals, and family. Planning process is documented. Team communicates often regarding the child's progress.
- **Rating**: Parents are involved in the decision making process regarding their child. Communication is two way & involves concrete examples of the child’s strengths & needs. Parents take an active role in supporting their child. Supports for the family are provided when needed.
- **Rating**: Resources & funding have been secured. Attention is given to professional development, technical assistance, & policy development to increase program & professional team's capacity. Supervision and support are provided for implementation. Classroom fidelity measures are used to reflect on implementation.

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**Tier III**

- **Rating**: Assessments may include comprehensive evaluations to address child’s strengths & needs (note: this can be initiated at anytime & does not require waiting until Tier II is completed).
- **Rating**: Individualized instruction is planned to address specific strengths & needs of the child. Progress monitoring is frequent & adjustments are made when needed.
- **Rating**: Team helps to develop the individualized plan for the child. Coordination of support across settings is planned & progress is discussed regularly.
- **Rating**: Parents are partners in supporting their child & making decisions regarding the child’s needs. Resources are provided for the family & transition support is available when needed.
- **Rating**: Supports are coordinated across service delivery agencies to allow for smooth and seamless transition. Policies guiding interagency collaboration are in place.

*Fidelity Rating: 0 = not yet in place, 1 = Emerging, 2 = Developing, 3 = Proficient, 4 = Optimal*