

Self- and Team Assessments in a Culturally Responsive Multi-Level System of Support

Schools use self-assessment tools as a way to measure implementation progress, identify areas of growth, and determine system fidelity of a culturally responsive multi-level system of support. Completing assessments in the different content areas (reading, mathematics or behavior) provides schools with a more complete understanding of their implementation. These assessments measure various components of a multi-level system of support including systemic implementation, a strong universal level of support, leadership, family and community engagement, evidence-based practices, data based continuous improvement, a continuum of support, and positive culture.

PRIMARY TOOLS

These assessment tools should be a part of your action planning and continuous improvement.

Below are recommendations. It is acceptable to complete them at any time during the year that would help achieve targeted functions and purposes.

Tool	Level of Support	Specific Purpose	Time of Year (Recommended)	Frequency (Recommended)	Who (Completed by staff knowledgeable about the tool and implementation of content area)
Tiered Fidelity Inventory (TFI)	All levels of support	Evaluate the implementation of a school-wide positive behavior support system across all levels/tiers	Spring for tiers at fidelity. Up to four times per year for tiers not at fidelity	Annually for tiers in place. Up to four times per year for tiers not at fidelity.	TEAM: School teams that include school administrator, coach, and appropriate team representatives to complete the assessment.
School-wide Implementation Review (SIR)	All levels of support	Evaluate school-wide implementation using a reading or mathematics lens Compare with RtI All Staff Perception Survey results	Spring or Summer	Annually (per content area of reading or mathematics)	TEAM: A building leadership team (at least 3 individuals) that consists of a cross section of staff including principal, general educators, special educators and student services staff. The team should include various grade levels and content, specialty, and/or service areas.
RtI All Staff Perception Survey	All levels of support	Evaluate staff perceptions of status and priority for improvement regarding school-wide implementation, using a reading or mathematics lens Compare with SIR results	Any time of year	Annually (per content area of reading or mathematics)	INDIVIDUALS: All instructional and student services (i.e. school psychologist, social worker, counselor) staff
Self-Assessment Survey (SAS)	Universal/Tier 1 (most items) Selected/Tier 2 and Intensive/Tier 3 (a few items)	Evaluate staff perceptions of status and priority for improvement of a school-wide positive behavior support system	Fall	Annually	INDIVIDUALS: All adults that work with students in the school building

ADDITIONAL/SUPPLEMENTAL TOOLS

Assessment tools that enhance understanding of implementation and can assist with action planning and continuous improvement.

Tool	Level of Support	Specific Purpose	Time of Year (Recommended)	Frequency (Recommended)	Who
Benchmarks of Quality (BoQ) <i>*If not using the TFI</i>	Universal/Tier 1	Evaluate the implementation of a school-wide positive behavior support system	Spring (or in alignment with local annual improvement planning)	Annually	TEAM: School teams that include the school administrator and appropriate team representatives to complete the assessment
Team Implementation Checklist (TIC) <i>*If not using the TFI</i>	Universal/Tier 1	Progress monitor during initial implementation of a positive school-wide behavior support system Note: Discontinue after attaining score of 70 on the Benchmarks of Quality (BOQ)	Fall and Winter	Twice a year	TEAM: School teams that include the school administrator and appropriate team representatives to complete each assessment
Benchmarks of Advanced Tiers (BAT) <i>*If not using the TFI</i>	Selected/Tier 2 Intensive/Tier 3	To assess school-wide implementation of Selected and Intensive behavioral supports	Spring (or in alignment with local annual improvement planning)	Annually	TEAM: School teams that include the school administrator and appropriate team representatives to complete the assessment
Monitoring Advanced Tiers Tool (MATT) <i>*If not using the TFI</i>	Selected/Tier 2 Intensive/Tier 3	Progress monitor during initial implementation of advanced tiers of a school-wide positive behavior support system Note: Discontinue after attaining score of 80 on Benchmarks of Advanced Tiers (BAT)	Fall and Winter (until reaching fidelity)	Two times a year (per tier)	TEAM: School teams that include the school administrator and appropriate team representatives to complete each assessment

Additional information and access to the self-assessments are located at these websites:

SIR and RtI All Staff Perception Survey <http://wisconsinrticenter.org/educators/rti-in-action/self-assessment-tools.html>

TFI, SAS, BoQ, TIC, BAT, and MATT <https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx>



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