



# RTI Problem-Solving Team Meeting 'Quality Indicators' Checklist

School: \_\_\_\_\_ Date: \_\_\_\_\_ Student (Initials): \_\_\_\_\_

**Directions:** Use this checklist at the conclusion of your initial RTI Team meeting to compare your actual process against the 'quality indicators' listed below. Note your RTI Team's relative strengths / areas in need of improvement.

RTI Team Meeting 'Quality Indicator'	NOTES
1. <b>Introductions/Statement of Purpose Stated.</b> The meeting opened with introductions (e.g., names of those attending and their 'RTI Team' roles); statement about purpose, goal(s), and expected length of time for the meeting	
2. <b>Problem(s) Clearly Defined in Advance.</b> The student problem(s) were already defined in clear and specific terms at the start of the RTI Team meeting (because the Case Manager had met in advance with the teacher(s)). Also, if necessary, teacher concerns were prioritized and limited to no more than two.	
3. <b>RTI Team Roles Assigned.</b> Team members effectively assumed the following roles: <input type="checkbox"/> Case Manager (Pre-Meeting) <input type="checkbox"/> Facilitator <input type="checkbox"/> Recorder <input type="checkbox"/> Time-Keeper <input type="checkbox"/> Coordinator	
4. <b>RTI Team Meeting Structure Followed.</b> The RTI Team meeting followed this problem-solving structure: <input type="checkbox"/> Step 1: Select Intervention Target(s) <input type="checkbox"/> Step 2: Inventory Student's Strengths, Talents, Interests, Incentives <input type="checkbox"/> Step 3: Review Background/Baseline Data <input type="checkbox"/> Step 4: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring. <input type="checkbox"/> Step 5: Design an Intervention Plan <input type="checkbox"/> Step 6: Share RTI Intervention Plan With Parent(s) <input type="checkbox"/> Step 7: Review the Intervention and Progress-Monitoring Plans  The meeting progressed with few interruptions or digressions.	
5. <b>Sufficient Data Collected.</b> There was sufficient academic and behavioral data presented at the meeting to allow the RTI Team to adequately understand the student problem(s). (This data included existing information from the school database and/or additional data such as direct observations or student academic assessment collected prior to the meeting.)	
6. <b>Intervention Plan Built from Research-Based Elements.</b> The intervention programs and/or ideas recommended by the RTI Team to address the student concern are supported by research.	



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7. <b>Progress-Monitoring Plan Developed.</b> A plan was developed to monitor the student's progress while on intervention. The plan required at least weekly progress-monitoring. It also incorporated source(s) of data that are reliable and valid—and included both a baseline reading of student performance and a clear post-intervention goal for student improvement.	
8. <b>Student Input Solicited.</b> If appropriate, the school collected information from the student to better understand the presenting problem(s) by: <input type="checkbox"/> interviewing the student at a pre-meeting (e.g., with the teacher or school counselor), and/or <input type="checkbox"/> inviting the (middle or high school) student to participate in the RTI Team meeting.	
9. <b>Teacher Participation Encouraged.</b> At least one teacher who works with the student attended the RTI Team meeting. Referring teacher(s) at the meeting were made to feel welcome, clearly understood the purpose of the meeting, were encouraged to share their views, and fully participated in the RTI problem-solving process.	
10. <b>Meeting Information Recorded.</b> All relevant intervention information shared at the RTI Team meeting was accurately recorded. The RTI Team expected to get a completed copy of the intervention plan by the end of the day to all educators participating in the student's RTI intervention plan.	
11. <b>Follow-Up Meeting Scheduled.</b> At the conclusion of the initial RTI Team meeting, the team and referring teacher(s) scheduled a follow-up meeting within a reasonable span of time (e.g., 6-8 weeks) to review the student's intervention progress.	