Individuals Completing Self-Assessment:	Current Date:
District/County:	**Status:** **IP** = In Place (>80%) **PP** = Partial in Place (50-80%) **NP** = Not in Place (<50%)

FTE: Full-Time Equivalent – The percentage of time and salary allocated for RTI²-B related duties.

STATUS	LEADERSHIP TEAMING
☐IP ☐PP ☐NP	1. Leadership Team has the **authority** to influence the organization (e.g., decision-making for budget, implementation, policy, data systems).
☐IP ☐PP ☐NP	2. Leadership Team has **representation** from range of stakeholders with investment in youth outcomes from the local community and individuals with **detailed knowledge** about the current social-emotional-behavioral initiatives (e.g., accountability, administrators, families, general and special education, higher education, mental health, school board and community members, school board attorneys, trade organizations, youth-serving agencies).
☐IP ☐PP ☐NP	3. **Leadership Team** includes individuals with behavioral science expertise across the full continuum of behavior support (Tiers I, II, III) to ensure fidelity of implementation of RTI²-B practices and systems in three domains: **(a) training, (b) coaching, and (c) evaluation**.
☐IP ☐PP ☐NP	4. Leadership Team is led or facilitated by a **coordinator(s)** with (a) adequately allocated FTE and (b) experience in data-based decision-making, systems to support implementation, and evidence-based social-emotional-behavioral practices.
☐IP ☐PP ☐NP	5. Leadership Team completes a **3-5-year action plan** guided by the RTI²-B Implementation Blueprint Self-Assessment, state/district strategic plan, and district/school fidelity of implementation data (e.g., Tiered Fidelity Inventory), and matches resources to needs based on student outcome data, especially for vulnerable populations.
☐IP ☐PP ☐NP	6. Leadership Team uses **standard meeting process** and **problem-solving agenda** (e.g., Team-Initiated Problem Solving) with clearly defined operating procedures (e.g., procedures for securing agreements, resolving conflicts and integration of system features).

STATUS	
☐ IP ☐ PP ☐ NP	7. Leadership Team engages in ongoing, two-way **communication with executive leadership** regarding implementation progress and outcomes related to student behavior goals and RTI²-B fidelity of implementation.
☐ IP ☐ PP ☐ NP	8. Leadership Team members who coordinate daily implementation of the initiative regularly **monitor and report implementation** activities and follow agreed-upon procedures for monitoring progress.
☐ IP ☐ PP ☐ NP	9. Leadership Team regularly (e.g., quarterly) uses **two-way communication** with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) to solicit feedback on implementation progress and link to outcomes.
STATUS	**STAKEHOLDER SUPPORT**
☐ IP ☐ PP ☐ NP	10. **Stakeholders** (e.g., school boards, families, community organization leaders, politicians, youth) are **actively involved** in goal-setting and policy development.
☐ IP ☐ PP ☐ NP	11. **Stakeholders** assist in **disseminating information** and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports).
☐ IP ☐ PP ☐ NP	12. **Organizational leaders** (e.g., state chief, superintendent, board of trustees, commissioner) **actively and visibly participate** in RTI²-B events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders.
☐ IP ☐ PP ☐ NP	13. Promoting positive school climate and student social-emotional-behavioral health are established by organizational leadership as one of the **top five permanent goals or priorities** for the next 3 to 5 years.
STATUS	**FUNDING**
☐ IP ☐ PP ☐ NP	14. **A budget plan for at least 3 years of prioritized funding** is developed to support operating structures and capacity building activities to implement RTI²-B.
☐ IP ☐ PP ☐ NP	15. Initiative has transitioned from short-term funding (e.g., State Personnel Development Grants, contracts) to **long-term institutional funding** (e.g., Title IV block grants).
☐ IP ☐ PP ☐ NP	16. Funding and organizational resources **across related initiatives (e.g., SEL, Restorative Practices, classroom management curriculum)** are assessed and aligned to sustain implementation.
STATUS	**POLICY AND SYSTEMS ALIGNMENT**

STATUS	
☐IP ☐PP ☐NP	17. RTI²-B **vision statement** (and clear rationale) supporting importance of school climate (and how RTI²-B can improve both school climate and academic achievement) is developed and endorsed by lead state/district/school administrators.
☐IP ☐PP ☐NP	18. RTI²-B vision statement is articulated into observable, measurable, specific, and actionable **long-term outcomes**.
☐IP ☐PP ☐NP	19. RTI²-B implementation is **included in organizational policy** and procedural guidelines.
☐IP ☐PP ☐NP	20. **Policy, technical briefs, and procedural guides** are posted and distributed at least annually.
☐IP ☐PP ☐NP	21. Policies are **reviewed and refined regularly** to enhance their effects on fidelity of implementation and association with behavior and academic outcomes.
☐IP ☐PP ☐NP	22. **Periodic formal review** (e.g., audit, survey, resource mapping, alignment) of existing social-emotional-behavioral-related initiatives or programs to determine effectiveness, relevance, and fidelity of implementation is completed at least annually.
☐IP ☐PP ☐NP	23. **Clear description of initiative alignment** (e.g., graphic organizer, organizational chart, conceptual map) displays integrated and/or collaborative implementation of RTI²-B with existing initiatives having similar goals, outcomes, systems, and practices.
☐IP ☐PP ☐NP	24. **New potential initiatives are reviewed for fit** with existing social-emotional-behavioral initiatives and resources before deciding whether to adopt, align, and/or integrate them.
STATUS	**WORKFORCE CAPACITY**
☐IP ☐PP ☐NP	25. **Hiring criteria, recruitment, and selection** for all district/school administrators, coaches, and school personnel includes knowledge, skill, and experience implementing RTI²-B.
☐IP ☐PP ☐NP	26. Personnel **roles and FTE** are (re)allocated to support implementation of RTI²-B.
☐IP ☐PP ☐NP	27. Implementation **activities** (e.g., training, coaching) are embedded **into job descriptions.**
☐IP ☐PP ☐NP	28. Annual **performance evaluations** of administrators, teachers, and related instructional/support personnel assess knowledge and skills related to RTI²-B implementation.
STATUS	**TRAINING**

STATUS	
☐IP ☐PP ☐NP	29. **Orientation descriptions** and/or presentations (e.g., 1-page overview, video, website) are developed for describing implementation rationale, process, outcomes, and readiness requirements. *Select IP if district has adapted TBSP related-materials for specific-district use.*
☐IP ☐PP ☐NP	30. Dedicated **professional development time and training plans** (with clear scope and sequence) are scheduled for RTI²-B implementation (e.g., state-wide training calendar, district-wide master schedule).
☐IP ☐PP ☐NP	31. RTI²-B training materials and professional development practices are **aligned** with other relevant empirically-supported initiatives as needed.
☐IP ☐PP ☐NP	32. **Professional development activities and events** are publicly posted to define and shape the goals and process of implementing RTI²-B.
☐IP ☐PP ☐NP	33. **Orientation and refresher trainings** are conducted at least annually for new and continuing staff who need boosters.
☐IP ☐PP ☐NP	34. **Peer networking opportunities** (e.g., peer-to-peer sharing events, professional learning communities) are scheduled and regularly repeated on RTI²-B framework, practices, and systems for school leaders, RTI²-B coaches, and school teams.
☐IP ☐PP ☐NP	35. **Internal training capacity** in conjunction with TBSP (e.g., core group identified and supported in leading efforts) is established to build and sustain RTI²-B practices.

STATUS	COACHING
☐IP ☐PP ☐NP	36. **Adequate coaching supports** are provided to schools based on phase of implementation and data-indicated need (e.g., at least monthly with each emerging school team, and at least quarterly with established teams (i.e., at implementation criteria).
☐IP ☐PP ☐NP	37. Training and support (e.g., clear scope and sequence, technical assistance) are provided to **local coaching networks** to establish and sustain RTI²-B implementation.
☐IP ☐PP ☐NP	38. Support emphasizes **coaching functions** (responsibilities and activities, not people or positions) for internal (school level) and external (district/regional level) implementation supports.
☐IP ☐PP ☐NP	39. **Tiered technical assistance** system allows differentiated coaching support based on district/school/classroom fidelity of implementation and outcomes.

STATUS	
☐IP ☐PP ☐NP	40. Districts/schools have transitioned from outside technical assistance provider to **local coaching** capacity (e.g., core group identified and supported in leading efforts, embedded in job descriptions).
STATUS	**EVALUATION AND PERFORMANCE FEEDBACK**
☐IP ☐PP ☐NP	41. **District or school-based data systems** (e.g., data collection tools and evaluation processes) are in place to enable continuous performance feedback.
☐IP ☐PP ☐NP	42. Data systems are **used to provide regular performance feedback to school teams and coaches** for problem solving and action planning.
☐IP ☐PP ☐NP	43. **Evaluation schedule and process** is used at all implementation levels (e.g., student, classroom, district, state) for examining the extent to which: (a) teams are implementing RTI²-B, (b) RTI²-B implementation is improving student outcomes, and (c) the Leadership Team's action plan is implemented.
☐IP ☐PP ☐NP	44. **Annual progress reports** tailored to external stakeholders are created and distributed at least annually on the activities and outcomes related to RTI²-B fidelity of implementation and student behavior goals.
☐IP ☐PP ☐NP	45. Outcomes and accomplishments are **disseminated, acknowledged, and celebrated** at least quarterly.
☐IP ☐PP ☐NP	46. **System** is in place for **identifying schools, or classrooms** in need of additional training and coaching support.

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STATUS	BEHAVIORAL EXPERTISE
☐IP ☐PP ☐NP	47. **Trainers and coaches** have behavioral science expertise that aligns with general RTI²-B content (practices, systems, data) and across all tiers.
☐IP ☐PP ☐NP	48. **Specialized instructional support personnel** (e.g., special educators, counselors, school psychologists, social workers) at school and district levels have behavioral science expertise that aligns with general RTI²-B content and across full continuum of behavior support (Tiers I, II, III).
☐IP ☐PP ☐NP	49. **Ongoing professional development and mentoring in behavioral science** (e.g., behavior coursework, intensive behavior institute) is available across roles of staff.
STATUS	LOCAL IMPLEMENTATION DEMONSTRATIONS
☐IP ☐PP ☐NP	50. **Formal site selection processes** (including readiness requirements and commitment procedures) and criteria are developed and used to select (a) initial (pilot) and (b) new (expansion, scaling) participating schools and/or districts.
☐IP ☐PP ☐NP	51. **Demonstration RTI²-B schools** have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local demonstrations of process and outcomes across tiers (I, II, III) and levels (elementary, middle, high).
☐IP ☐PP ☐NP	52. **Plan for further demonstrations**, including replication and scaling of RTI²-B across tiers and levels in the organizational unit, is developed and followed.

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