

# RtI CONTINUUM ASSESSMENT

TEAM NAME: \_\_\_\_\_

CURRICULUM ~ INSTRUCTION ~ ASSESSMENT ~ BEHAVIOR	NEXT STEPS
<i>From a focus on teaching textbooks to a focus on student learning.</i>	
<i>From just teaching to teaching with impact.</i>	
<i>From assessment of learning to assessment for learning.</i>	
<i>From responding to behavior to developing behavioral competence.</i>	
<b>COLLABORATION</b>	
<i>From teaching in isolation to learning communities.</i>	
<i>From separate practices and environments to a collaborative system.</i>	
<b>REFERRAL PROCEDURES</b>	
<i>From learning disabilities to learning differences.</i>	
<i>From compliance to best practices.</i>	
<b>DATA ANALYSIS AND USE</b>	
<i>From limited data collection to comprehensive schoolwide data utilization.</i>	
<i>From reactive problem solving to proactive decision making.</i>	
<b>PROFESSIONAL LEARNING</b>	
<i>From professional development events to professional learning experiences.</i>	
<b>LEADERSHIP</b>	
<i>From management to leadership.</i>	

Note: RtI Continuums from Response to Intervention (RtI) and Continuous School Improvement (CSI): Using Data, Vision, and Leadership to Design, Implement, and Evaluate a Schoolwide Prevention System, by Victoria L. Bernhardt and Connie L. Hébert, 2011, Larchmont, NY: Eye On Education.