

## **SELF-ASSESSMENT OF PROBLEM SOLVING IMPLEMENTATION (SAPSI V2.4) – EXTERNAL COACHING VERSION - ADMINISTRATIVE INSTRUCTIONS**

### **Purpose**

Part of the Illinois ASPIRE project entails assessing on going coaching of the problem solving process at the building level. The Self-Assessment of Problem Solving Implementation (SAPSI) checklist *external coaching version* monitors ongoing efforts to establish effective external coaching of the problem solving process. This version of the SAPSI *external coaching version* was based on the original SAPSI to determine the impact of coaching.

### **Administration**

The SAPSI *external coaching version* is to be administered by the I-ASPIRE external coach with the problem solving team in schools that are receiving coaching support from Illinois I-ASPIRE. This tool is designed to be completed at school sites only when the coach is meeting with school-based team. If a school has not reached this level of implementation (i.e., having a team), then do not collect this instrument. If a school is completing the SAPSI as a data collection tool for I-ASPIRE then do not collect this instrument. A coach need only complete a tool for one of the schools for whom they are providing coaching support. Coaches may decide to complete the tool for more than one school and submit data, but only one tool is required. Please complete this instrument for the same school for the fall and spring application.

### **Timeline for administration**

The SAPSI *external coaching version* is required to be administered and submitted twice each academic year, once in the fall between November 1 and December 1, and once in the spring between May 1 and June 1. **Detailed information regarding dates to send data back to Loyola University Chicago are available at the Illinois ASPIRE Program Coordinators Page which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.**

### **Administration Instructions**

Use the due dates provided above in Timeline for Administration. There are two columns; one for the required fall administration and one for any additional administration. For each of the questions, you can choose if the item is in place or not (yes or no). Unlike the standard SAPSI, you are rating each sub-component individually.

After completing the SAPSI *external coaching version*, data are submitted to your district/regional Illinois ASPIRE Program Coordinator or external coach. The Program coordinator will make sure all data are sent to the Center for School Evaluation, Intervention, and Training at Loyola University Chicago by the appropriate deadline for that data collection period. **Deadlines are available at the Illinois ASPIRE Program Coordinators Page which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.**

**Illinois ASPIRE**  
**Self-Assessment of Problem Solving Implementation (SAPSI v2.4)**  
**External Coaching Version**

<b>School Name</b>	<b>Date of Report</b>
<b>District Name &amp; Number</b>	<b>County</b>

**INSTRUCTIONS**

***Complete and submit twice per school year.***

The coach and problem solving team should complete this checklist once in the fall and once in the spring to monitor the impact of the coaching process. Completed forms can be faxed or emailed to your Regional Evaluation Coordinator.

**Problem Solving Team Members**

<b>NAME</b>	<b>TITLE</b>

**Person(s) Completing Report**

<b>NAME</b>	<b>NAME</b>

<b>Comprehensive Commitment and Support</b>		
<b>1. DISTRICT LEVEL LEADERSHIP PROVIDES ACTIVE COMMITMENT AND SUPPORT.</b>	<b>Date 1 (MM/DD/YY)</b>	<b>Date 2 (MM/DD/YY)</b>
Leadership team meets regularly (recommended monthly)	Y/N	Y/N
Rtl and problem solving implementation are included in district and school board goals	Y/N	Y/N
Statement is issued about district's adoption of multi-tiered, early intervening services model and SLD	Y/N	Y/N
Overview of multi-tiered early intervening services model and district commitment is presented to staff, community members, and school board members	Y/N	Y/N
<b>2. FACULTY AND STAFF SUPPORT THE DEVELOPMENT OF COMMUNITY AND PARENTAL AWARENESS.</b>	<b>Date 1</b>	<b>Date 2</b>
Present overview of multi-tiered early intervention services model and district commitment to community members	Y/N	Y/N
Present overview of multi-tiered early intervention services model and district commitment to School Board Members	Y/N	Y/N
<b>3. THE BUILDING LEADERSHIP PROVIDES SUPPORT AND ACTIVE INVOLVEMENT (I.E. PRINCIPAL ACTIVELY INVOLVED IN LEADERSHIP TEAM MEETINGS).</b>	<b>Date 1</b>	<b>Date 2</b>
Standing agenda item for all staff meetings or has established communication process to share information with staff	Y/N	Y/N
Professional development communities are created with targeted content related to Rtl and problem solving	Y/N	Y/N
One of the top 3 goals on School Improvement Plan (SIP)	Y/N	Y/N
<b>4. FACULTY/STAFF SUPPORT AND ARE ACTIVELY INVOLVED WITH PROBLEM SOLVING.</b>	<b>Date 1</b>	<b>Date 2</b>
80% of faculty document support	Y/N	Y/N
	Y/N	Y/N

Three year timeline		
<b>5. A SCHOOL LEADERSHIP TEAM IS ESTABLISHED.</b>	<b>Date 1</b>	<b>Date 2</b>
School leadership represents the roles of an administrator, facilitator, coach, data mentor, content specialist, parent, and representative teachers	Y/N	Y/N
Team meets regularly (recommended monthly)	Y/N	Y/N
<b>6. DATA ARE USED TO CREATE AN ACTION PLAN.</b>	<b>Date 1</b>	<b>Date 2</b>
Action items based on self-evaluation (e.g., SAPSI)	Y/N	Y/N
Strengths and needs are identified, including: <ul style="list-style-type: none"> <li>➤ Interventions</li> <li>➤ Assessments</li> <li>➤ Skills/training</li> </ul>	Y/N	Y/N
Evidence of group and individual level goals for Tiers 2 and 3	Y/N	Y/N
<b>Three-Tiered System</b>		
<b>7. BUILDING HAS ESTABLISHED A THREE-TIERED SYSTEM OF SERVICE DELIVERY.</b>	<b>Date 1</b>	<b>Date 2</b>
Instructional Planning Form (IPF) (or similar form) for all targeted grade levels (e.g., K-3 grade levels)	Y/N	Y/N
Data collection for Tiers according to Three-Tiered Model (Tier 1 three times a year; Tier 2 twice monthly; Tier 3 weekly)	Y/N	Y/N
Graphs with evidence of program change when inadequate progress (sufficient data below aim-line)	Y/N	Y/N
<b>8. THE BUILDING STAFF / DISTRICT HAS A PROCESS TO SELECT EVIDENCE-BASED PRACTICES.</b>	<b>Date 1</b>	<b>Date 2</b>
Procedures for selection of practices and programs based on Scientifically-Based Reading Research (SBRR) are clearly stated	Y/N	Y/N

All programs in use are based on SBRR	Y/N	Y/N
<b>9. BUILDING TEAM DETERMINES TRAINING NEEDS TO IMPLEMENT RTI MODEL</b>	<b>Date 1</b>	<b>Date 2</b>
Identify assessment tools and training needs at each tier	Y/N	Y/N
Identify intervention tools and training needs at each tier	Y/N	Y/N
Identify skill set deficits and training needs at each tier	Y/N	Y/N
<b>10. CURRICULUM BASED MEASURES (CBM) DATA ARE USED IN CONJUNCTION WITH OTHER DATA SOURCES TO IDENTIFY STUDENTS NEEDING TARGETED GROUP INTERVENTIONS AND INDIVIDUALIZED INTERVENTIONS.</b>	<b>Date 1</b>	<b>Date 2</b>
All students at the Tier 3 level (e.g., determined by scores verified below the 10th percentile, or Below Basic level) receive Tier 3 intervention	Y/N	Y/N
All students at the Tier 2 level (e.g., determined by scores verified between the 11th and 25 <sup>th</sup> percentile or At-Risk) receive Tier 2 intervention	Y/N	Y/N
<b>11. DISCIPLINE DATA ARE COLLECTED FOR SCREENING</b>	<b>Date 1</b>	<b>Date 2</b>
If appropriate, discipline data are collected (e.g., ODR, suspensions, expulsions, change of placement)	Y/N	Y/N
<b>12A. COMPREHENSIVE AND ON-GOING TRAINING IS PROVIDED TO ALL KEY STAFF</b>	<b>Date 1</b>	<b>Date 2</b>
Building Administration attends all trainings	Y/N	Y/N
95% of teachers attend all trainings	Y/N	Y/N
All paraprofessionals who provide direct services attend all trainings	Y/N	Y/N

<b>12B. COMPREHENSIVE AND ON-GOING TRAINING IS PROVIDED TO PARENTS</b>	<b>Date 1</b>	<b>Date 2</b>
Regular parent participation	Y/N	Y/N
<b>13. EFFECTIVE PROBLEM SOLVING TEAMS ARE ESTABLISHED</b>	<b>Date 1</b>	<b>Date 2</b>
<p>Team members include representatives from the following groups:</p> <ul style="list-style-type: none"> <li>○ General education, special education, administration, and related services personnel, including at least one person who is skilled in: <ul style="list-style-type: none"> <li>▪ Reading</li> <li>▪ Behavior</li> <li>▪ Assessment</li> </ul> </li> <li>○ Parents and community members (included when appropriate)</li> </ul>	Y/N	Y/N
To ensure effective teaming and to avoid overburdening any individual team member, members are selected based on the skills required for each tier rather than by position alone.	Y/N	Y/N
<b>Establish and Maintain Team Process</b>		
<b>14. TIER ONE PROBLEM SOLVING TEAM HAS BEEN ESTABLISHED</b>	<b>Date 1</b>	<b>Date 2</b>
Has common planning time	Y/N	Y/N
Reviews school-wide data	Y/N	Y/N
Analyzes core curriculum	Y/N	Y/N
Rules for making decisions are explicitly stated in procedures	Y/N	Y/N
Makes basic recommendations for core curriculum	Y/N	Y/N
Monitors curricula and instruction for integrity of implementation	Y/N	Y/N
Consists of individuals with skills to address the components above.	Y/N	Y/N

<b>15. TIER TWO PROBLEM SOLVING TEAM HAS BEEN ESTABLISHED (E.G. GRADE LEVEL TEAM)</b>	<b>Date 1</b>	<b>Date 2</b>
Communicates with parents	Y/N	Y/N
Has common planning time	Y/N	Y/N
Reviews progress monitoring data	Y/N	Y/N
Develops plans for groups of students	Y/N	Y/N
Monitors interventions to ensure they are evidence-based and implemented with integrity	Y/N	Y/N
Consists of individuals with skills to address the components above	Y/N	Y/N
<b>16. TIER THREE PROBLEM SOLVING TEAM HAS BEEN ESTABLISHED</b>	<b>Date 1</b>	<b>Date 2</b>
Communicates with parents	Y/N	Y/N
Has common planning time	Y/N	Y/N
Reviews progress monitoring data	Y/N	Y/N
Conducts individualized assessments	Y/N	Y/N
Facilitates more intensive level supports	Y/N	Y/N
Tier 2 standard protocol or problem solving is utilized	Y/N	Y/N
Consists of individuals with skills to address the components above.	Y/N	Y/N

<b>17. TIER THREE TEAMS IMPLEMENT EFFECTIVE PROBLEM SOLVING PROCEDURES INCLUDING:</b>	<b>Date 1</b>	<b>Date 2</b>
<b>a. PROBLEM IS DEFINED IN MEASURABLE AND OBSERVABLE TERMS</b>		
“Problem” defined as a discrepancy between what is expected and what is occurring	Y/N	Y/N
Examples: student is performing below 25 <sup>th</sup> percentile, more than two ODRs, etc.	Y/N	Y/N
<b>b. GOALS FOR EACH TIER/TARGET BEHAVIOR ARE CLEARLY DEFINED</b>		
Specific conditions, observable and measurable targets, action specified (e.g., orally read), time bound	Y/N	Y/N
<b>c. HYPOTHESES ARE DETERMINED</b>		
Examples: attention, avoidance	Y/N	Y/N
<b>d. HYPOTHESES ARE TESTED, IF NEEDED</b>		
Examples: intervention probe, functional analysis	Y/N	Y/N
<b>e. EVIDENCE-BASED INTERVENTIONS ARE IMPLEMENTED</b>		
According to treatment plan (e.g., at least 30 minutes daily)	Y/N	Y/N
<b>f. SYSTEM IS IN PLACE TO ENSURE THAT INTERVENTIONS ARE BEING IMPLEMENTED WITH INTEGRITY</b>		
Action plan, intervention checklists	Y/N	Y/N

<b>g. RESPONSE TO INTERVENTION IS EVALUATED THROUGH SYSTEMATIC DATA COLLECTION</b>		
Individual student graphs for all students receiving Tier 2 and 3 interventions	Y/N	Y/N
<b>h. CHANGES ARE MADE TO INTERVENTION BASED ON STUDENT RESPONSE</b>		
Example: Rate of Improvement (ROI) less than 50% of target for more than 3 weeks should trigger a change in intervention shown on individual student graphs	Y/N	Y/N
<b>i. REPORTS ARE GIVEN TO ALL RELEVANT PARTIES</b>		
➤ Support staff	Y/N	Y/N
➤ Parents	Y/N	Y/N
➤ Case workers	Y/N	Y/N
<b>Self – Assessment</b>		
<b>18. EXISTING RESOURCES AND TOOLS ARE IDENTIFIED</b>	<b>Date 1</b>	<b>Date 2</b>
Assessments and interventions that are in place at each tier are identified	Y/N	Y/N
Current assessment or intervention practices that could be abandoned or reduced in frequency are identified	Y/N	Y/N
<b>19. A PROTOCOL IS IN PLACE WHICH MATCHES STUDENT NEEDS TO INTERVENTION PROGRAMS</b>	<b>Date 1</b>	<b>Date 2</b>
Is there an identification of the student’s needs (e.g., function, academic deficit)	Y/N	Y/N
Are interventions selected with an alignment to the student’s needs	Y/N	Y/N
Are key personnel and times identified on the document for purposes of fidelity of implementation	Y/N	Y/N
Are data sources identified for on-going progress monitoring	Y/N	Y/N

<b>Implementing Evidenced-Based Practice</b>		
<b>20. A SCHOOL-WIDE ASSESSMENT SYSTEM FOR IDENTIFYING AND MONITORING PROGRESS OF ALL STUDENTS IS IMPLEMENTED.</b>	<b>Date 1</b>	<b>Date 2</b>
Benchmark assessment for all students	Y/N	Y/N
Twice-monthly monitoring for students at Tier 2	Y/N	Y/N
Weekly progress monitoring for Tier 3	Y/N	Y/N
<b>21. PARENTS ARE ROUTINELY INCORPORATED IN THE IMPLEMENTATION OF INTERVENTIONS.</b>	<b>Date 1</b>	<b>Date 2</b>
Evidence of three or more parent contacts for all students receiving Tier 2 and 3 interventions	Y/N	Y/N
<b>Monitoring and Action Planning</b>		
<b>22. STAFF ARE PROVIDED WITH REGULAR STATUS REPORTS (e.g. standing agenda item for all possible staff meetings).</b>	<b>Date 1</b>	<b>Date 2</b>
Successes delineated	Y/N	Y/N
Continuing needs delineated	Y/N	Y/N
<b>23. SCHOOL IMPROVEMENT PLAN (SIP) IS CONTINUALLY MONITORED FOR INTEGRITY OF IMPLEMENTATION.</b>	<b>Date 1</b>	<b>Date 2</b>
Specific people are identified to complete tasks	Y/NY	Y/N
Timelines for task completion are set	Y/N	Y/N
Status report on action plan	Y/N	Y/N

<b>24. EFFECTIVENESS OF THE SCHOOL IMPROVEMENT PLAN IMPLEMENTATION IS ASSESSED</b>	<b>Date 1</b>	<b>Date 2</b>
Priorities are evaluated based on data (e.g., completion, fidelity, and outcomes)	Y/N	Y/N
<b>25. STUDENT OUTCOME DATA ARE ANALYZED.</b>	<b>Date 1</b>	<b>Date 2</b>
Evidence that movement through the tiers is dynamic based on data rather than based only on Fall status/benchmarking	Y/N	Y/N
Evidence of changes in interventions on student graphs	Y/N	Y/N
Use of school-wide data to evaluate program effectiveness	Y/N	Y/N
Effectiveness of each tier's interventions are evaluated	Y/N	Y/N