

Figure 6.2: A schoolwide RTI inventory.

Hard-Copy Supplemental Curricula Interventions
List all supplemental curricula that are “hard copy” (that is, not primarily computerized curricula, for example, various “curricula in a box”). Note the grade range and the areas or subjects for each. Include curricula used by every teacher within the school, including curricula used by particular teachers within specialized programs. Note who is using these and for what group. Also remember to consider any curricula that may be unused in the media center or storage areas in the building.
Computerized Supplemental Curricula Interventions
List all supplemental curricula software (for example, Read Naturally, Academy of READING). Note the grade range and the areas or subjects for each. Include curricula used by every teacher within the school, including curricula used by particular teachers within specialized programs. Note who is using these and for which students.
Hard-Copy Assessments for Universal Screening
List all individual assessments that are appropriate for universal screening or repeated assessment for performance monitoring (for example, Dynamic Indicators of Basic Early Literacy Skills). Note the grade range and the areas or subjects for each. Include curricula used by every teacher within the school, including curricula used by particular teachers within specialized programs. Note who is using these and for which students.
Curricula Recommended for Specific Tiers
Are there reasons for recommending particular curricula for specific tiers? For example, a limited site license for a certain computerized curriculum may suggest use of that curriculum only as a Tier 3 intervention. Explain.
Specialized Training
Have teachers received specialized training for particular supplemental curricula (for example, learning strategies training for the learning strategies curriculum or training in Fast ForWord)? Can or will these teachers be responsible for certain tiers of interventions or prepare other teachers for such intervention? Can other teachers receive such training, as necessary?

Source: Bender, 2009a.