

FIDELITY OF IMPLEMENTATION TOOLS: CLASSROOM-LEVEL RUBRIC

The *Fidelity of Implementation Tools* are a set of rubrics that serve as an overview of implementation for Response to Intervention (RtI). Rubrics are available for the classroom, school, and district level. Each rubric describes what RtI looks like across the 6 components of RtI (*i.e., problem solving, curriculum & instruction, assessment, leadership, family & community partnering, positive school climate*) and across 4 growth stages (*i.e., emerging, developing, operationalizing, optimizing*).

The purpose of the rubrics is to:

1. serve as an informational resource (*i.e., blueprint, roadmap of RtI implementation*)
2. measure fidelity of RtI implementation
3. assist with planning for an action plan or school improvement plan

Growth stages:

- **Emerging-** The goal of this stage is to build consensus and buy-in for RtI implementation.
- **Developing-** This stage involves designing the infrastructure to implement RtI.
- **Operationalizing-** During this stage, the school implements the structures that were designed during the Developing stage and works to build consistency and fidelity.
- **Optimizing-** Within this stage, the model is embedded and done with fidelity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.

Each component has a list of anchors & guiding questions on the far left column. For the sake of consistency, each component has the same three anchors:

Structures- The pieces of an RtI model that are static and do not necessarily change (*e.g., structure of a team*).

Processes and Procedures- The pieces of an RtI model that are fluid and involve interactions among the structures.

Professional Development- The skills taught to staff and how the skills are monitored and used.

Directions:

1. Determine if you're going to focus on one component, several, or all of them.
2. Read the rows and columns to get a sense of the scope of the component.
3. Using existing data, work your way through the rubric and highlight or circle the cells that describe your site.
4. Once you have completed a rubric, write that growth stage your site is in on the *Scoring Summary*.
5. Identify desired level of implementation.
6. Compare the gap between desired level and current level.
7. Create an action plan for next steps.
8. Check on progress throughout the school year.

*Each phase of implementation includes and extends the prior phase.

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Scoring Summary:

Place an X along the continuum to indicate your site's level of implementation. Date when you reviewed the rubric and use a different color for each date reviewed.

<i>Date</i>				
Component	Emerging	Developing	Operationalizing	Optimizing
<i>Leadership</i>	←.....→			
<i>Problem-Solving</i>	←.....→			
<i>Curriculum and Instruction</i>	←.....→			
<i>Assessment</i>	←.....→			
<i>Positive School Climate</i>	←.....→			
<i>Family and Community Partnering</i>	←.....→			

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FIDELITY OF IMPLEMENTATION TOOLS: *CLASSROOM-LEVEL RUBRIC*

This rubric is designed to serve as a general blueprint of what RtI looks like at the classroom-level. All 6 components of RtI (*assessment, problem-solving, curriculum & instruction, leadership, family and community partnering, positive school climate*) are described across the 4 growth stages (*emerging, developing, operationalizing, optimizing*). Each row or column can be read to gain an understanding of the major pieces of RtI at the classroom-level.

Components and Factors	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Leadership:	Each teacher understands that RtI is a 3-5 year process of implementation, understands why RtI is being implemented, and commits to the implementation process.	Each teacher is aware of an avenue to give input or to provide feedback to leadership as it prepares for implementation.	Each teacher collects data on implementation to provide feedback to leadership. Each teacher or grade-/content-level communicates with leadership or has a clear process for feedback.	Each teacher collects data on implementation and works collaboratively with leadership to refine and improve the RtI system and the implementation process.
Problem-Solving:	Each teacher has an initial understanding of the PS model and why it is best practice. Each teacher reflects on how problems have traditionally been identified and corrected vs. how problems are defined within a problem-solving model.	Each teacher has agreed to participate on a PS team(s) to problem-solve for individual students and for grade-level/content. Each grade-level/content has representation on a team for school-level problem-solving.	Each teacher regularly meets with colleagues to examine data for individual students and for groups of students. Teacher reps meet with school-level PS team to identify effectiveness of universal instruction.	Teachers collect data and provide feedback to school teams on the effectiveness of the problem-solving process and of instruction/intervention.
		Each teacher understands how assessment informs instruction and examines current assessment tools to judge their ability to inform instruction.	Each teacher uses: <ul style="list-style-type: none"> • screening data to identify students in need of support • diagnostic and formative data to plan/adjust universal, group, and individual instruction • current data to set and monitor goals with students • use summative assessments to identify outcomes mastered 	Each teacher continually refines assessments tools to ensure they provide useful data to inform practices and interventions. Each teacher also develops new ways to use data to inform and adjust instruction.

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Components and Factors	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Curriculum & Instruction:	Each teacher: <ul style="list-style-type: none"> • has had input into examining the alignment of the school's curriculum and instruction • understands the framework of universal, targeted, & indicated levels of instruction • knows the 21st century skills • is aware that the quality of instruction provided to students needs to be monitored 	Each grade-level/content has representation with school leadership as it develops: <ul style="list-style-type: none"> • alignment of curriculum & instruction • the instructional tiers/levels of support • ways 21st century skills are embedded in instruction • the monitoring of the quality of instruction 	Each teacher works collaboratively with colleagues and uses information from assessments to provide needs-based levels of supports to students. Each teacher works with various teams to ensure all students have access to grade-level curriculum and appropriate types of acceleration, remediation, and/or enrichment.	Each team regularly examines data to determine if the interventions available are appropriate, and if they are effective. Adjustments are made according to student need and what the data indicates.
		Each grade/content-level has representation with school team(s) as it develops research-based strategies to use and ways to infuse those strategies into daily practice.	Each grade-level/content team works together and with school leadership to incorporate effective strategies into practice.	Each teacher works collaboratively with colleagues and school leadership to examine data to make sure instructional strategies are effective and useful.
Assessment:	Each teacher understands the differences between the 4 types/purposes of assessment (<i>screening, diagnostics, formative evaluation, summative evaluation</i>).	Each teacher has been trained on administering the various assessments tools, and on the data-management system.	Each teacher administers assessments with fidelity to: <ul style="list-style-type: none"> • identify students at-risk or in need of acceleration (<i>screener</i>) • determine instructional needs and identify deficits (<i>diagnostic assessments</i>) • evaluate progress and identify outcomes mastered (<i>formative and summative assessment</i>) 	Each teacher evaluates the usefulness and appropriateness of assessment tools by collecting data and giving feedback to school leadership. Each teacher works with colleagues to incorporate new assessments tools that are appropriate.

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Positive School Climate:	Each teacher has examined the current school climate within his/her classroom and identifies potential areas for growth.	Each teacher has had representation or input with the leadership team as it develops structures for a more positive school climate, such as: <ul style="list-style-type: none"> • expectations across settings • lessons plans for teaching expectations • safety & crisis plans • referral systems • tiered levels of support • social & emotional needs 	Each teacher promotes a positive school climate by: <ul style="list-style-type: none"> • teaching expectations • using a classroom reinforcement system • following safety & crisis plan(s) • using a structure for reducing challenging behavior • having activities to create a positive classroom climate • following the referral process • family partnering 	Each teacher regularly analyzes data on the effectiveness of their classroom climate structures (e.g., referrals, attendance, student feedback, etc) and makes appropriate adjustments. Teachers work collaboratively to make adjustments based on student needs.
		Each teacher examines his/her classroom management strategies and systems for strengths and areas for development. Each teacher has representation as the leadership team identifies and develops classroom management resources.	Each teacher works with coaches and leadership to build effective classroom management systems and strategies into their classroom (e.g., 4-1 ratio, corrective feedback, clear routine, conducive layout, etc).	Each teacher determines the effectiveness of his/her classroom management systems & structures using current data and self-assessments. Adjustments are made accordingly to increase effectiveness and efficiency.
Family and Community Partnering:	Each teacher has given input or had discussions around current partnering practices and understands the need for effective partnering.	Each teacher has identified ways to build partnerships within their classroom and grade-/content-level.	Each teacher implements the agreed-upon partnering practices and works to build consistency with practices. Data is collected to determine effectiveness of partnering.	Each teacher or grade-/content-level teams examines the collected in efforts to refine their partnering practices. Each teacher has embedded culturally-responsive practices with families.
		Each teacher understands the process and parameters for providing learners with more intense levels of support and is able to articulate the process with families.	Each teacher actively partners with families and students as part of the problem-solving process (<i>including goal-setting and sharing progress monitoring data with students and families</i>). Each teacher collaborates consistently with families and community members when a disability is suspected.	Each teacher partners with families within each child's learning. Data is analyzed to adjust practices and to refine the process for partnering with families.

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Components and Factors	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Professional Development (PD):	Each teacher identifies personal PD needs through either self-assessment or collaboration with school leadership efforts.	Each teacher has an outline of PD opportunities that includes: <ul style="list-style-type: none"> • assessment administration and use of data to inform instruction • collection of behavioral data • understanding of the problem-solving model • understanding & rationale of RtI • curriculum alignment and materials • research-based instructional practices • use of effective programs and interventions • management of behavioral escalation • partnering skills and practices • other areas as identified by school 	Each teacher engages in PD and is provided with ongoing coaching and feedback. Each teacher works to apply the skills learned with fluency and proficiency. Teachers also work collaboratively to support each other with the implementation of various skills.	Each teacher examines data to identify their strengths and weaknesses after being provided with PD. Teachers work to close gaps in their knowledge and continue to learn relevant and applicable skills. Teachers work with school leadership to learn skills needed for their unique student population.
Data Management:		Each teacher has received training on the various data-management systems being used for academics, behavior, and social-emotional areas.	Each teacher is able to enter, summarize, and interpret data for academic, social-emotional, and behavior skills. Each teacher has access to technical assistance and expertise for data-management issues.	

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