

Response to Intervention :
Tiered Frameworks of Support

RtI Implementation Rubrics Guidebook



RtI Implementation Rubrics

What we do is too important to leave to chance.

We must be purposeful and intentional holding ourselves

and our work to the highest levels of integrity.

Our students deserve no less than excellence.

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RtI Implementation Rubrics

I. Introduction and Purpose:

Recognizing the need for strong guidance in RtI implementation, CDE has developed a set of fidelity tools to improve outcomes for students in Colorado. These fidelity tools will support a scaling up of effective practice across the state.

The *RtI Implementation Rubrics* are rubrics designed to assist districts, schools, and educators with the implementation of RtI. The tools provide the means to reflect on policies and practices from the classroom level, to the school, district, and state level in order to continually improve outcomes for students. These tools are intended to be used statewide and provide needed support in a continuous improvement cycle. The rubrics can also assist districts in their work toward accomplishing their goal of systemic change for increased student achievement.

Appendix A outlines the process that was under-taken to develop these rubrics. A systemic process was embarked on in which input from various stakeholders, districts, and departments was gathered.

The Components of RTI:

The Rubrics were developed based on the six components of RtI as defined by Colorado to assist educators with implementation and to provide a way to measure fidelity. The six components of RtI in Colorado are:

- Leadership
- Problem-Solving
- Curriculum & Instruction
- Assessment
- Positive School Climate
- Family & Community Partnering

The Implementation Rubrics can be used as:

1. *An informational resource*

The Implementation Rubrics outlines what RtI looks like across classrooms, schools, and districts. Educators can use the Implementation Rubrics as a resource to learn about RtI.

2. *A way to measure implementation*

The Implementation Rubrics can be used by sites to identify how close they are in relation to the Optimizing stage of RtI implementation.

3. *Tools to assist with planning and school improvement*

Because the Implementation Rubrics outline what implementation looks like across 4 growth stages, sites can use the Rubrics to identify goals for action planning or school improvement plans.

II. Structure of the RtI Implementation Rubrics

In this section the structure of the Implementation Rubrics is and how to use them is discussed.

Description of the Structure of the Implementation Rubrics

The rubrics have been written for three levels of implementation— classroom, school, and district. Each rubric discusses the six RtI components across the growth stages. The rubrics have 4 growth stages across four columns (*see Figure 1, arrow labeled “1”*) and common anchors and guiding questions in the far left column (*see Figure 1, arrows labeled “2” and “3”*); thus, a matrix is created with a description of specific RtI features in each cell (*see Figure 1, arrow labeled “4”*). The rubrics are written in a descriptive fashion, with the intention that they can be applicable for grades pre-k through 12th grade.

FIDELITY OF IMPLEMENTATION RUBRIC: SCHOOL-LEVEL					
<p>PROBLEM-SOLVING</p> <p>The Problem-Solving process (PS) is a 4-step model used to solve identified concerns. Within this culturally-responsive approach, educators, families, and students collaboratively work together in order to:</p> <ol style="list-style-type: none"> 1. Define the problem (<i>What is the problem?</i>) 2. Analyze contributing factors to the problem (<i>Why is it occurring?</i>) 3. Develop and implement a plan, and adjust the plan as needed (<i>What can be done to solve it?</i>) 4. Evaluate the effectiveness of the implementation (<i>Did it work?</i>) 					
<p>2</p> <p>3</p> <p>1</p> <p>4</p>	<p>Anchors and Guiding Questions</p> <p>Structures:</p> <p>1. How are school teams and the roles of staff and families created to support a problem solving culture?</p>	<p>Emerging: Establishing Consensus</p> <p>All staff members are introduced to the problem-solving (PS) model. Staff members reflect on how problems have traditionally been identified and corrected vs. how problems are defined within a problem-solving model. An understanding of why this model is best practice is discussed.</p>	<p>Developing: Building Infrastructure</p> <p>School leadership and/or staff form team(s) for the purpose of individual PS and school-level PS. Roles and responsibilities are defined for the members of the team(s).</p> <p>Individual and school-level PS team(s) develops a regular meeting schedule and agendas</p>	<p>Operationalizing: Gaining Consistency</p> <p>The school leadership communicates in an ongoing way to all staff members:</p> <ul style="list-style-type: none"> • the purposes and differences between individual PS and school-wide or group-level PS • how problems are identified and defined within a PS model <p>PS team(s) follows established agendas and schedules. Adjustments to meeting times and</p>	<p>Optimizing: Innovating and Sustaining</p> <p>The PS team(s) evaluates and adjusts the structures, roles, and purposes based on student data, stakeholder feedback, and other relevant data as a part of a continuous improvement cycle.</p> <p>Responsibility of agendas and focus of teams is shared among staff and not one person's sole</p>

Figure 1: Snapshot view of School-level Rubric for Problem-Solving

Within the rubrics, there are common key anchors across the rubrics. They are:

- **Structures**- The pieces of an RtI model that are relatively static and facilitate implementation (e.g., roles of a team, vision statement, rules for behavioral expectations).
- **Processes and Procedures**- The pieces of an RtI model that are fluid and involve interactions among the structures (e.g., process for use of the tiers, problem-solving process for groups of students).
- **Professional Development**- The knowledge and skills taught to staff and how these are monitored and used.

These key anchors define best practices within RtI implementation and provide a seamless flow between the rubrics. How each key anchor is implemented will differ depending on the learners and specific sites. These anchors have unique guiding questions attached to them for each component (*see Figure 1, arrow labeled “3”*). These guiding questions should

facilitate discussion and focus educators in their implementation efforts. The common anchors allow educators to compare their progress between components.

The rubrics describe what RtI looks like as implementation evolves across the 4 growth stages: *Emerging*, *Developing*, *Operationalizing*, and *Optimizing*. The growth stages show how practices strengthen, deepen, and synergize with commitment to continuous improvement over time. Each stage incorporates the previous stage, building on this foundation and extending it. The phases of implementation used to frame RtI implementation are presented in Table 1.

Table 1: Fidelity of Implementation Growth Stages

Growth Stages	Definition
<p>Emerging:</p> <p><i>“Establishing Consensus”</i></p>	<p>During this stage, schools and districts are building consensus and buy-in for RtI. The focus is on building an understanding of what RtI is and how it can assist schools with improving student outcomes. It is important that faculty and staff understand why RtI is being implemented and what resources and skills it takes to implement it. Typical activities during this stage include taking stock of current practices, discussing what curricula and programs are currently being used, providing trainings on what RtI is and the problem-solving model to staff, and evaluating the current data management system.</p>
<p>Developing:</p> <p><i>“Building Infrastructure”</i></p>	<p>Within this stage, the district or school builds its capacity to implement RtI. Time and energy is spent on creating the support systems and structures needed to implement RtI, such as creating RtI teams, choosing and training on assessment tools, creating and sharing a vision statement, and outlining procedures for interventions. This is the phase in which the key structures and logistics of implementing RtI are laid out and presented to the faculty and staff.</p>
<p>Operationalizing:</p> <p><i>“Gaining Consistency”</i></p>	<p>During the Operationalizing stage, the focus is on building consistency and routine. Schools and districts have previously agreed on the <i>“what and how”</i> of their RtI model. Now, the focus is on implementing RtI and getting everyone on the same page. For example, in the Developing stage, a school staff selects assessment tools. During this phase, part of the emphasis would be on using those assessment tools appropriately and accurately. Additionally, ownership of RtI is becoming widespread and routine, and the model is being slightly adjusted for a better fit within and across existing structures (<i>e.g., adjusting forms or adjusting the process for obtaining Tier 3 support in order to increase efficiency, adjusting the master schedule</i>).</p>
<p>Optimizing:</p> <p><i>“Innovating and Sustaining”</i></p>	<p>This stage focuses on systemically implementing RtI with innovations to adapt practice to needs. Schools and districts have a smooth running RtI model that is embedded and integrated into daily practice, so now the focus is on determining how effective the model is. Data from multiple sources is analyzed to determine the effectiveness of the RtI model, and adjustments are made to either ensure effectiveness or to increase effectiveness. The key difference between this stage and Operationalizing is: (1) the clear use of data to evaluate the systemic effects of the model and (2) making adjustments based on the data to improve the model. Also, the ownership for practice is complete as stakeholders now have the knowledge and skills needed to both implement as designed and to adapt implementation to increase effectiveness.</p>

III. Use of the Rtl Implementation Rubrics

Using the rubrics is a self-reflective process in which educators can (1) gauge their level of fidelity in relation to the Optimizing stage of Rtl implementation and (2) plan for next steps in implementation.

Using the Implementation Rubrics to Measure Fidelity

The Implementation Rubrics can be used by sites to identify how close that site is in relation to the Optimizing stage of Rtl implementation. Schools and districts may require other fidelity information or tools to get a sense of where they are with implementation. For example, a school may need to check the fidelity of a reading intervention they are providing, their fidelity of use of certain assessment tools, or perhaps their adherence to documentation procedures. With that information, that school can then better gauge their school's relation to the Optimizing stage on the Implementation Rubrics.

Using the Rubrics to Assist with Planning and School Improvement

The Implementation Rubrics are written as blueprints or roadmaps of Rtl. They outline what Rtl looks like across four growth stages. Because of this, the Implementation Rubrics can be used to identify goals for action planning or school improvement plans. Schools can prioritize next steps for implementation and then create an action plan to accomplish those next steps.

A piece worth mentioning is that the Implementation Rubrics are written from a descriptive standpoint and not a prescriptive one. For example, *assessment* is a component of Rtl, so each site that implements Rtl will utilize *regular assessments* and *screeners* as features of their implementation. However, like snowflakes, no two Rtl models will be identical because of situational factors (e.g., resources, personnel, size of student population, etc.). Therefore, the Implementation Rubrics only say that screeners and regular assessment should be used, but does not specify which tools to use, how often, or by whom they should be administered. The Implementation Rubrics outline what the components of Rtl look like without describing the model in such detail that it sacrifices the flexible nature of Rtl.

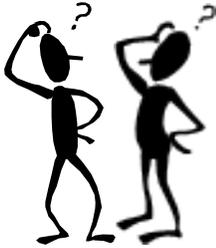
Directions for Use of the Implementation Rubrics to Measure Fidelity:

1. Decide if you are going to focus on one component with a rubric, or the entire rubric.
2. Read the rows and columns for a particular component to gain a sense of the scope of it.
3. Using existing data (e.g., permanent products, school processes data, attendance data in trainings, achievement and growth trends, perception data, etc.), determine which cell within a component's matrix best describes your classroom, school, or district. Circle or highlight that cell. (*Note: circle/highlight the cell you are currently in, not the one you are working toward. If you do not have all of the items completed in a cell, that is the one you are working within.*) Work your way through the rubric, highlighting or circling cells that describe your current level of implementation.
4. When you have completed a component or rubric, indicate the growth stage that best fits your classroom, school, or district on the Scoring Summary sheet.

Directions for Use of Implementation Rubrics to Assist with Planning and School Improvement:

5. Identify the desired level of implementation of Rtl for your site.
6. Compare the gap between the current level of implementation and the desired level of implementation identified in step 5.
7. Create an action plan with timelines to close the gap between the desired and current level of implementation.
8. Check on the progress on the action plan throughout the year to ensure the site is completing the steps on the action plan.

Directions for Using the Implementation Rubrics to Measure Fidelity:



- Determine focus: one component or entire rubric



- Read rows and columns of component to get a sense of the scope



- Use existing data
- Highlight or circle the cells that describe your site

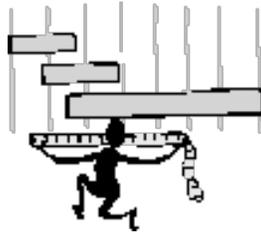


- Once completed, indicate growth stage on Summary Sheet

Directions for Using the Implementation Rubrics to Assist with Planning and School Improvement:



- Identify desired level of implementation



- Compare gap between desired level and current level



- Create action plan for next steps



- Check progress throughout year

Next are some important key points to keep in mind as you use these rubrics.

- *The Implementation Rubrics can be read horizontally or vertically.* Educators and schools can read the rubrics horizontally to get a sense of how a particular anchor or item looks across the 4 growth stages (e.g., *how does the development of expectations for positive school climate and culture look over the 4 stages?*). The Implementation Rubrics can also be read vertically to get a sense of how a particular component looks in a particular growth stage (e.g., *what does assessment look like during the “Developing” stage?*).
- *You do not have to read each component each time you use the rubrics:* Pieces of the rubrics can be used to guide implementation or to measure fidelity. It is not necessary to read each piece of the rubrics every time they are used. Educators can opt to focus on one component or all of the components simultaneously.
- *If you feel that two growth stages in one row describe your school, pick the cell to the left.* Each cell assumes the cell to the left of it is fully in place. It is essential that foundational pieces of the model are in place before moving forward. If there is any confusion or doubt about which cell best fits your school, then our school or district is in the further left growth stage.
- *It is possible to be in two different growth stages across components.* It is quite normal to be in one growth stage for one component compared to another one (e.g., in Developing for Problem-Solving component and in Emerging for Curriculum & Instruction).
- *It is possible to be in two different growth stages within one component.* It is quite normal that one part of a component is further along or further behind relative to another. For example, a school could be in the Operationalizing stage for one row within the Assessment component, but in the Developing stage for another row.
- *Discussing the information in these rubrics requires the collaboration and input from several departments/stakeholders/colleagues.* In order to have a good sense of implementation, schools must work together to have all available information when discussing their implementation process.
- *These are not intended to be direct guides and do not describe how exactly to move forward.* The rubrics only tell you what Rtl looks like, not how to build your model within your specific school for your specific population. Schools/districts will have to plan how to move forward after using the rubrics.

IV. The Review Process

When schools use the Implementation Rubrics to both measure fidelity and to plan for next steps, they are engaging in the *Review Process*. This section reviews how to use the rubrics with suggested timelines and discusses the Review Process.

The RtI Implementation Rubrics Review Process

The Review Process is a dynamic and iterative process in which districts, schools, and/or teachers use the Implementation Rubrics to reflect on their present level of RtI implementation in order to plan what is needed for improvement. This process is a formative review (i.e. information and insights gained are used in planning) that may lead to periodic summative transition points (i.e. information helps make determinations as to specific policy and program outcomes).

Figure 2 shows the dynamic nature of the fidelity self-reflection process across each level (e.g., classroom, building and district) of implementation. The process involves formal reviews that are coordinated across all levels (district, school, and classroom). Aside from these formal reviews, however, additional reviews should be initiated at any point that self-reflection on implementation would be useful. This fluid use of self-reflection keeps the process dynamic, meaningful, and proactive.

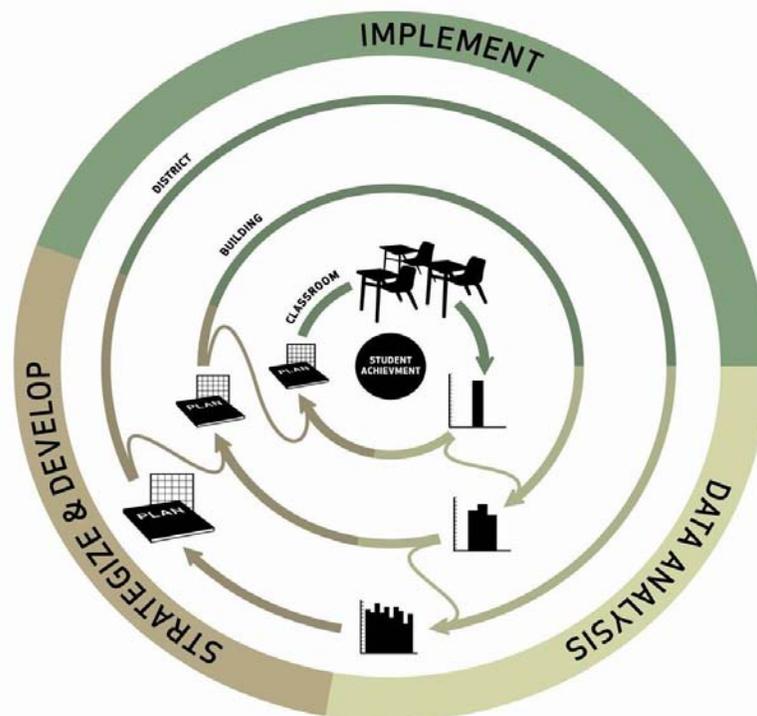


Figure 2: Review Process

As a self-reflective process, the fidelity review relies on the integrity of those involved. An honest reflection on current practice is the only way to lay the foundation for helping you get to where

we want to be. The Review Process should also not be an isolated event; it should connect with other initiatives and needs. For example, information gleaned from the reviews should help to shape district strategic planning, school improvement planning, and individual professional growth plans. Information from other processes and initiatives should likewise inform the review process. Decision making throughout the process should be based on the best evidence (data) available.

Data sources used as the basis for decision making during the review process will most often be those that are readily available because they are already collected. These may include things like your documentation of Positive Behavioral Interventions and Supports implementation as part of your evidence-base for determining implementation within the Positive School Climate rubric, or the district’s assessment plans to determining implementation within the Assessment rubric. Appendix B offers some examples of the kinds of sources and the types of data that might be used as an evidence-base to help you determine where you are in your implementation of each of the six components. The data used to help you determine where you are in the implementation phases can include evidence of process (*did we do what we said we would do?*) and evidence of impact (*what effect did it have?*).

Table 2 is an example of how you might document the evidence used during the Review Process for the Curriculum & Instruction component. The school in this table is determining what growth stage they are in for the guiding question “*How is professional development being provided to the staff to support a 21st century learning based system*” (under the Anchor of “Professional Development”).

Table 2: Example of Evidence Used to Document Decision-Making

Curriculum & Instruction	Evidence of Process (Did we do what we said we would?)	Evidence of Impact (What effect did it have?)
<p>Professional Development- <i>How is professional development being provided to the staff to support a 21st century learning based system?</i></p>	<ul style="list-style-type: none"> • PD schedule, agenda, etc. • attendance lists • evaluations of PD 	<ul style="list-style-type: none"> • teacher reflections and action plans • lessons showing use of strategies • principal walk-through data demonstrating use of strategies • outcome data for students (e.g. differentiated products, assessment data showing growth)

Suggested Timeline for Use

It is recommended that the Implementation Rubrics be used within the Review Process at least twice per year, but it is possible to use the Implementation Rubrics three times per year. Sites may wish to use the Implementation Rubrics periodically to check on their implementation or use the Implementation Rubrics as a resource when implementing Rtl throughout the year.

Table 3 is a sample timeline of when and how this review might be implemented. It displays an example of a district and its schools using the rubrics twice per year: in the fall and in the spring. Within this example, a district level team determines the supports that can be provided to schools to help them

with this process. Because the district is using the Implementation Rubrics along with its schools, the implementation process can be integrated across sites and RtI components.

Table 9: Suggested Timeline Fidelity Review

Year 1—Fall Review	Year 1—Spring Review
<p>District develops a district-level team to identify district implementation based on the rubrics for each component. District provides resources and professional development to support practices that need adjusting.</p>	<p>District team self-reflects on each component and the district progress in each component utilizing the rubrics. Reflection should include identifying professional development provided, resources used, and student achievement data. District team identifies professional development needs and provides reflection on district next steps to schools.</p>
<p>District leadership meets with individual school teams to determine school’s phase of implementation across the components using the rubrics. District provides school leadership with resources and professional development options to support implementation. School teams should use the rubrics to identify current practices and next steps.</p>	<p>Individual schools use the rubrics to self-reflect on implementation across the six components. This should include professional development that was provided, changes in practices, student achievement data and potential next steps.</p>
<p>School administration meets with school staff to identify current phases of implementation across the six components. School administrators provide staff with the rubric and opportunities to dialogue about the six components. Staff is given the opportunity to reflect on current practices.</p>	<p>School administrators meet with teachers to assist teachers in identifying individual level of implementation across the six components. Furthermore, administrators assist teachers in developing goals to support identified areas of next steps.</p>

The Review Process described in Table 3 completed in year one serve as a baseline for changes and improvements overtime. It is important that a similar self-reflection process is followed in subsequent years to provide feedback across the system over time. The concept of “across the system” is important. The reflection should not only be a top-down approach to feedback, it must be an inclusive, iterative process. When incorporating systems change there is as much to learn from the ground-up as there is from top-down.

Finally, districts and schools are encouraged to incorporate the use of these rubrics into their current evaluation processes. These evaluations might include Unified Improvement Plans. This allows for the continuity and integration needed for true systems change to take place. If the Review Process with the Implementation Rubrics is seen as a separate process, true systems change may be difficult to achieve.

V. Frequently Asked Questions

1. What is Fidelity?

Fidelity is the extent to which an approach or intervention is used as it was intended, defined, or designed (Coleman, Shah-Coletrane, 2010; Lane, Bocian, MacMillan & Gresham, 2004; Gresham, 2004). Approaches or interventions are “practices” we use in the education setting, and they range in scope from classroom strategies to full systems approaches (such as RtI and PBIS).

To consider whether a practice has been implemented with fidelity, the practice must first be clearly defined (Century, Rudnick & Freeman, 2010). The definition of the practice should provide a comprehensive description of what the practice will look like when it is implemented as intended, and it should address explicit expectations for implementation. By clearly defining a practice, expectations are spelled out creating an understanding of what needs to be accomplished. From that understanding, educators are able to reflect on the integrity of their work and then plan for next steps to improve implementation (Fixsen, Blasé, Horner & Sugai, 2009). In most cases, a rubric is used to guide reflections on practice and to document levels of implementation fidelity (Century, Rudnick & Freeman, 2010). The Implementation Rubrics were created for Colorado’s implementation of RtI.

2. Why is documenting fidelity important?

Documenting fidelity is important for several reasons. Fidelity:

- helps to ensure that the practice has been implemented with quality and integrity
- avoids misattributing the effects or non-effects of practices (*e.g., concluding that an intervention did not work when fidelity of implementation was actually the reason why*)
- provides guidelines for “taking stock” of where implementation is so that goals for improvement can be set
- documents strengths and needs to guide planning for resources and support
- documents change over time when fidelity data are collected at various points during implementation, and
- provides essential information to help us accurately interpret evaluation results and research findings.

Fidelity of implementation is built on the understanding that what we do makes a difference. There is a cause and effect relationship: the quality and intensity of our efforts directly impacts the outcomes of our students. Through the use of fidelity measures we hold ourselves accountable for this relationship by documenting what we are doing, showing the impact we are having, and using these data to continually improve our practice for the benefit of our students.

Finally, we want to highlight the critical role that fidelity plays. As schools and districts scale up with RtI and school-wide practices, we must understand we are implementing research-based practices that have been shown to work. To ensure we get the same benefits from those practices that other researchers and educators have, we must implement them the way they are intended to be. If they are not implemented with integrity or if we do not measure fidelity of implementation, we won’t know if our efforts are truly

helping to improve student outcomes. We must know with confidence that our efforts and practices are the reason students are successful.

3. How can we honor the need for flexibility while maintaining fidelity of implementation?

Because circumstances, conditions, and needs vary across districts and sites, expectations for implementation should also vary. This means that in establishing fidelity, attention must be given to the flexibility needed to successfully implement the practice in a variety of ways (Fixsen, Blasé, Horner & Sugai, 2009). While combining flexibility with fidelity may seem oxymoronic, it is critical when complex practices are brought to scale across multiple settings and sites (Coleman & Shah-Coltrane, 2010). Fidelity with flexibility means finding the balance between consistency (i.e. the practice is implemented with integrity in a reliable and recognizable way) and plasticity (i.e. implementation remains malleable and supple enough to respond to contextual strengths and needs).

This balance between consistency and plasticity ensures that fidelity does not become a rigid adherence to a doctrine or a “no think” approach. Balancing consistency and plasticity:

- respects the professional experiences, insights, and judgment of the implementers
- honors the context or circumstances surrounding implementation, and
- facilitates adaptive innovations of the practice allowing it to grow and improve.

Fidelity with flexibility helps to ensure that:

- the implementers of the practice take ownership of it
- the practice is deeply integrated within the context where it must live and grow, and
- the practice will become sustainable.

Achieving this balance is harder to accomplish than it may seem. The key to fidelity with flexibility is to identify key anchors for practice that must be in place to ensure integrity while simultaneously allowing for “flex-points” where the practice can be adapted for individual settings and needs. This means being “descriptive” rather than “prescriptive.”

Rubrics need to carefully describe goals for the practice as it evolves but they should not prescribe *how* these goals should be reached. Descriptive rubrics help to achieve the integrity needed while still honoring flexibility. The following example in Figure 3 shows what this looks like for Leadership, one of the six components of Rtl in Colorado.

Figure 3: Example of Definition and Row from Leadership Rubric within School-level

LEADERSHIP				
Leadership refers to the activities of leaders, and includes:				
<ul style="list-style-type: none"> • creating a clear vision and commitment to the RtI process • inspiring, facilitating, & monitoring growth & improvement, along with holding high standards for everyone • promoting the essential components of RtI & the significant systemic changes needed to implement RtI with fidelity • committing resources, time, & energy to building capacity & sustaining the momentum needed for change • supporting collaborative problem-solving approaches with colleagues, families, learners, & community members to build partnerships 				
Anchors and Guiding Questions	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Structures: 1. <i>How is a vision and commitment for RtI established?</i>	School leadership and staff discuss how RtI could fit within their school, and develop a common understanding and definition of RtI.	School leadership commits to RtI implementation by: <ul style="list-style-type: none"> • sharing a vision of collaboration and commitment to creating positive outcomes • creating momentum for implementation • working with other school structures (e.g., <i>paras, PTA, school-based teams, community, etc</i>) to outline steps for implementation. 	Leadership is actively involved in RtI implementation through various activities, such as: <ul style="list-style-type: none"> • supervision of implementation process • celebrating successes • ensuring motivation for implementation • building staff ownership • facilitating or attending meetings • ensuring roles and procedures are followed • coordinating trainings and building capacity 	School leadership, staff, and families actively participate in a systemic, culturally-resonant model of RtI. Current data is examined to refine implementation progress.

The guiding question centers on creating a vision for RtI. Reading across the cells, a description of “vision” is given as it evolves during implementation at the school level. As you look at this example you may note that the vision develops collaboratively with faculty, families, and community input. You may also notice that as implementation becomes refined and optimized, this vision is used to align and integrate practices school-wide.

Please note that this rubric does not define or dictate what this vision should be. It merely describes how the vision comes about and what it “looks like” across the growth stages. The specific vision statement **must** reflect the school’s strengths, needs, values, programs, and culture; the rubrics do not dictate the exact words in the vision statement or how it is developed. Thus, a descriptive rubric identifies the key anchors of a practice, leaving it up to the implementers to determine how to accomplish the implementation. The rubrics developed for Colorado RtI are descriptive and are designed to provide guidance for integrity of implementation without prescribing practice.

4. What are appropriate uses of fidelity data?

The ultimate purpose of fidelity data is to strengthen our practice. It is used to identify how close current efforts are to desired efforts, and to then action plan toward reaching those desired efforts. It is a proactive process and should never become punitive.

One appropriate use of the review findings is to guide decision making. The fidelity data helps in planning professional development and in seeking technical assistance support. It provides a platform for determining resources, needs, and helps sites trouble shoot to plan for challenges that might emerge. As schools determine their adherence to practices, they can plan for ways to improve practices.

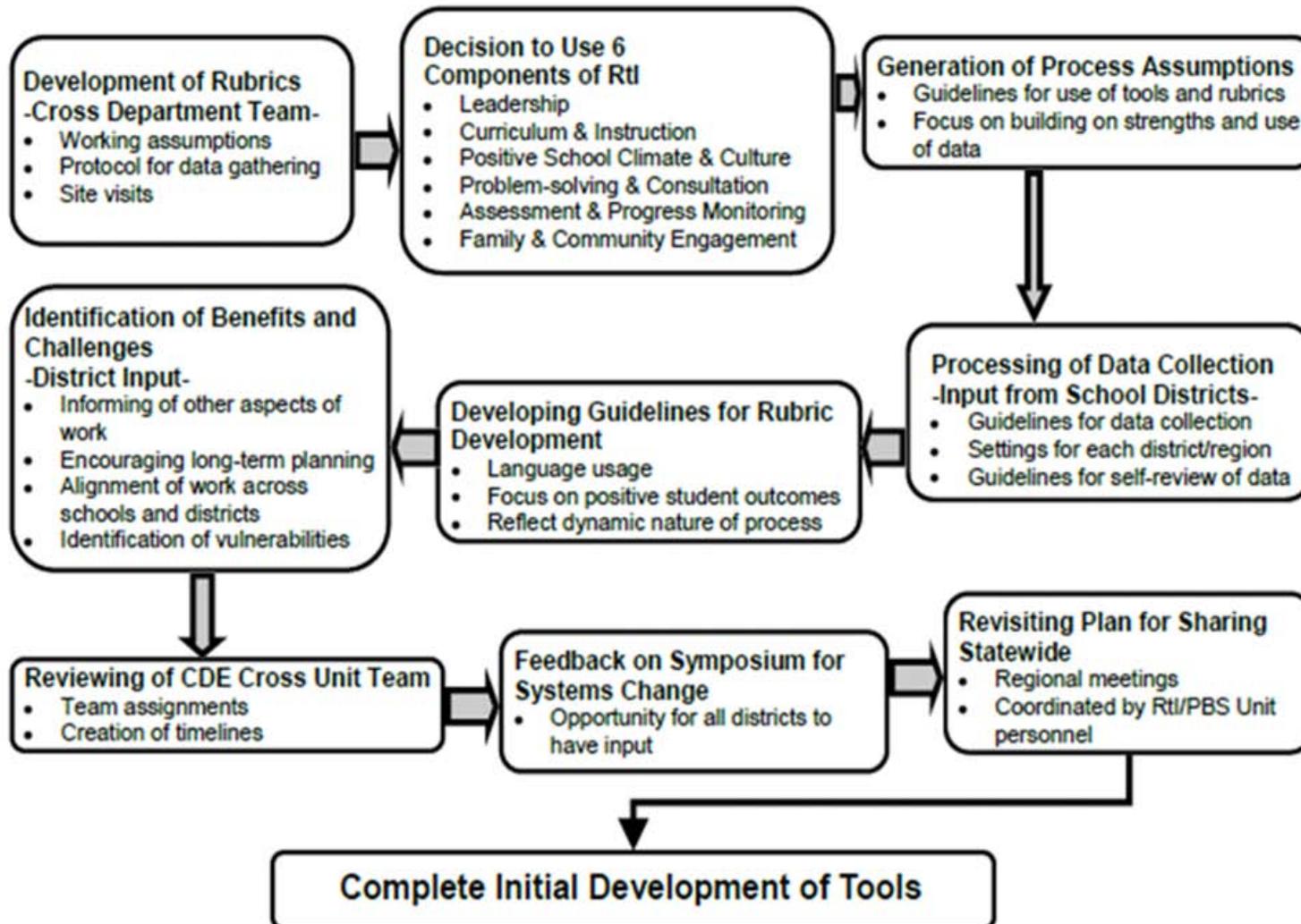
Additionally, fidelity information used to evaluate someone is an inappropriate use of data. Fidelity is not intended to measure how well someone can perform their job. It is intended only to measure the extent to which someone or some institution implemented what they intended to implement. For example, if you started a diet and were measuring fidelity of the diet, you would only measure the extent to which you followed the diet (i.e., did you eat a certain number of calories, like you intended to?). If you did not, you would determine what prevented that. You would discuss barriers to implementation and action plan to correct them.

5. Should schools focus on one component or all six?

There is no clear answer to this question, as research does not indicate whether focusing small first or big first is ideal. Because it can be very frustrating for systems to attempt to overhaul all six components at once, it may be wise to focus on a component or two in the initial years of implementation. Selecting one or two components to implement deeply provides a foundation for continued growth and can help make implementing systems change more manageable.

Appendices

Appendix A: Development of RtI Implementation Rubrics



Appendix B: Examples of Sources of Evidence

Evidence we collect or have	
Leadership:	
Classroom	<ul style="list-style-type: none"> • Task checklist for support personnel • Plan formed from available NWEA and CSAP data to track and serve students in math and writing
School	<ul style="list-style-type: none"> • Guidelines for open communication with staff in non-judgmental environment • Written plan for identifying and serving students in the areas of math, writing, and reading • A schedule for classroom release time of four hours monthly for teachers to visit other classrooms and share methods • Monthly assigned readings for professional development to be discussed at faculty meetings • Data from FLEX meetings • Compilations of RTI Team data • Surveys of staff perceptions and satisfaction • Implementation of a department wide Instructional Focus Team that leads the ECE RTI & PBS/Pyramid plans • A list of program-wide protocols aligned with k-12 professional development • Institution of multi-disciplinary PLCs
District	<ul style="list-style-type: none"> • District website has Classroom at a Glance feature, listing all ILPs, IEPs, and ALPS as well as contact information and health data • Specific professional development workshop plans to identify leaders in schools and provide them with the tools needed to encourage and lead other teachers/staff • Creation of a dedicated position for RTI coordinator to support protocols and consult for problem solving

Curriculum & Instruction:	
Classroom	<ul style="list-style-type: none"> • Lesson plan books for all teachers • A record of math interventions delivered outside of class time by a certified teacher who has shown previous successes with students on the NWEA and CSAP • A record of writing interventions delivered outside of class time by a certified teacher who has shown previous successes with students on the NWEA and CSAP • Records of formative assessments for each student to use in determining what needs to be taught/re-taught
School	<ul style="list-style-type: none"> • Standards for curriculum to create aligned expectations • Accessible database of essential learnings for each content area • Implementation of Lexia with accessibility from home and school • Concrete reading program in place • A list of leveled books purchased for the library that address math, writing, and reading to ensure that students are checking out appropriate level books • A list of leveled writing and grammar materials in the reading program series that supports approaching, on-level, and beyond-level writers in addition to whole class instruction using related texts • An electronic database of practices/curriculum teachers share from their required readings • A database of common assessments for teachers to use in unit planning • Recorded use of Creative Curriculum for Preschoolers and the Teaching Learning Framework
District	<ul style="list-style-type: none"> • Fall reading levels available on district website • Running records done on unfamiliar leveled books to determine Text Level Measures • A budget line-item for teachers to research evidence-based practices during the summer/off times • A district-wide electronic database of best practices (e.g., creativecurriculum.net)
Positive School Climate & Culture	
Classroom	<ul style="list-style-type: none"> • Behavior plans for individual students • Records of implementation of goals • A record of positive reinforcements implemented in the classroom, including rewards for completed work and for behaviors that directly support learning • A posted list of classroom behavioral expectations

School	<ul style="list-style-type: none"> • School-wide plan of behavioral expectations • Strategies for PBS • Agendas for meetings • Team-teaching groups organized around focus • Written feedback provided to faculty and staff that gives positive reinforcement and encouragement to perform at the highest levels possible as educators • A record of extrinsic rewards for students who make positive academic growth • Agenda item for meetings to allow for faculty to present and share practical progress monitoring tools and methods • A record of consistent and immediate consequences for student behaviors that do not support learning • Extrinsic rewards provided for teachers who reach growth goals and implement creative and best-practice lessons
District	<ul style="list-style-type: none"> • Written recognition of outstanding work by faculty and staff that promotes goals and standards • Guidelines for supportive and positive approaches for team and school interaction
Problem-Solving/Consultation	
Classroom	<ul style="list-style-type: none"> • Records of weekly PLC meetings by grade level teams or interventions, giving action items and outcomes
School	<ul style="list-style-type: none"> • Records of vertical team discussions • Printed comparisons of current available data to build on teachers' strengths • Designated schedule for red and yellow zone students with double and triple intervention times allotted • Soft copy information available for immediate use and available to all staff, promoting informative and focused support and intervention for RTI from start to finish of the school year
District	<ul style="list-style-type: none"> • Intervention plans for all three tiers
Assessment/Progress Monitoring	
Classroom	<ul style="list-style-type: none"> • Grade books • Records of observations • Weekly tests to accompany reading program • NWEA • Ongoing running records graphed for the whole class, updated when levels change, or monthly, whichever comes first, including specialist or interventionist data • Fall, Winter, and Spring NWEA in reading, language usage, and math

School	<ul style="list-style-type: none"> • List of ILP students by school • Fall DRA assessment on any new students or students with ILP or IEP • Assessment records of quarterly tests of all students, arranged by colored zones based on risk • School-wide STOMP data for current PBS status • RTI notebooks by grade level, with previous year's teaching passing up to next grade, containing hard copies of items from any RTI student's documentation such as any pertinent parent communications as well as running record graphs, Aimsweb scores, Dibbles scores, Northstar reports, and accommodations in place currently • A shared folder on school server holds all anecdotal evidence written by teachers about students who are not progressing
District	<ul style="list-style-type: none"> • Compilation of KPA (Kindergarten Assessment) data • Data compiling cross-district assessments • Assessment data organized by school and by teacher to identify where progress is being made • Evaluation of curriculum changes in comparison with assessment scores
Family & Community Engagement	
Classroom	<ul style="list-style-type: none"> • Conference feedback form • Records of consistent parent contact • Record of use of Parent Bridge • Websites specifically designed for parents to keep up to date with lesson plans, classroom activities, and volunteer opportunities • Written, consistent updates on RtI interventions provided to parents • Record of completed home visits and extra-curricular involvement (e.g., teacher appearance at sporting events, recitals, etc.)
School	<ul style="list-style-type: none"> • Agenda item for faculty meetings during the first week of school to allow for breakout time to discuss objectives, tools, and expectations of Parent Bridge • Plans for school events to engage parent involvement and interest (e.g., Science Night, International Fair, Poetry Evening, etc.) • Scheduled Awards Night to recognize special gifts and talents of all students • Parent surveys to determine needs and involvement • A designated method for encouraging parent feedback and suggestions

District	<ul style="list-style-type: none">• A designated parent position on the district accountability team• Extra-curricular activity plan that involves community members and parents• Organization of an Early Childhood Advisory Council• Records of outreach made to the community to involve members in school activities and connect with businesses and organizations
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