Using Fidelity to Enhance Program Implementation Within an RTI Framework

National Center on Response to Intervention
Session Agenda

- What is RTI?
- What is fidelity and why is it important?
- Fidelity across the essential components
- Monitoring fidelity
- Improving fidelity
- Wrap-up
Upon Completion of This Training, Participants Will Be Able to:

- Understand fundamental components of fidelity and how it may vary across the essential components and the RTI model.
- Monitor fidelity using multiple methods.
- Promote fidelity and identify and overcome potential barriers to fidelity.
WHAT IS RTI? THE ESSENTIAL COMPONENTS
Defining RTI

- Response to Intervention (RTI) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.

(National Center on Response to Intervention, 2010)
Defining RTI

- With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on a student’s responsiveness; and

- RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

(National Center on Response to Intervention, 2010)
RTI as a Preventive Framework

- RTI is a multi-level instructional framework aimed at improving outcomes for all students.
- RTI is preventive, and provides immediate support to students who are at risk for poor learning outcomes.
- RTI may be a component of a comprehensive evaluation for students with learning disabilities.
Essential Components of RTI

- Screening
- Progress Monitoring
- School-Wide, Multi-level Prevention System
  - Primary level
  - Secondary level
  - Tertiary level
- Data-based decision making for
  - Instruction
  - Evaluating effectiveness
  - Movement within the multi-level system
  - Disability identification (in accordance with state law)
Essential Components of RTI

Screening

Data-Based Decision Making

Progress Monitoring

Multi-Level Prevention System
WHAT IS FIDELITY?
What Is Fidelity?

- Degree to which the program is implemented as intended by program developer, including the quality of implementation.
- Fidelity = Consistency and Accuracy
- Fidelity = Integrity
- Fidelity checks should create open communication and productive feedback by providing teachers with opportunities to learn and collaborate

(Gersten et al., 2005; Mellard & Johnson, 2007; Sanetti & Kratochwill, 2009)
What Is Fidelity of Implementation?
Five Elements of Fidelity

**Student Engagement:** How engaged and involved are the students in this intervention or activity?

**Program specificity:** How well is the intervention defined and different from other interventions?

**Adherence:** How well do we stick to the plan/curriculum/assessment?

**Exposure/Duration:** How often does a student receive an intervention? How long does an intervention last?

**Quality of Delivery:** How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?

(Dane & Schneider, 1998; Gresham et al., 1993; O’Donnell, 2008)
Why Is Fidelity Important?

- Ensures that instruction has been implemented as intended
- Helps link student outcomes to instruction
- Helps in the determination of intervention effectiveness, and in instructional decision making
Why Is Fidelity Important?

Research suggests that positive student outcomes depend on

- The degree to which interventions are supported by evidence
- Fidelity of implementation of process (at the school level)
- Fidelity of intervention implementation (at teacher/classroom level)

(Pierangelo & Giuliani, 2008)
Example: Importance of Fidelity

This video highlights the implementation of a fidelity checklist in a surgery. The film shows the importance of having a way to confirm that practices were followed.

Despite findings suggesting the benefits, there was initial resistance to the checklists from surgeons.

http://www.pbs.org/newshour/bb/health/jan-june10/gawande_02-08.html
FIDELITY ACROSS THE ESSENTIAL COMPONENTS
Fidelity to the RTI Framework

Fidelity checks are predetermined and regularly applied to ensure that RTI practices are integrated and sustain the RTI framework. For example:

- An evidenced-based curriculum and instructional system spans multiple levels.
- A valid and reliable assessment system (screening and progress) operates throughout the year.
- Clear data-based decision making rules are implemented.
Fidelity & RTI

- Multi-level System
- Screening
- Progress Monitoring
- Data-Based Decision Making
Fidelity and Screening & Progress Monitoring

- Staff are trained in how to deliver and score the screening and progress monitoring assessments and are familiar and comfortable with the assessment.

- Staff follow guidelines of the assessments and do not provide additional context or assistance to students during the assessment.

- School uses an established timeline for assessing students for screening and progress monitoring.
Think-Pair-Share

- **Think** about the negotiables and non-negotiables of fidelity when implementing screening and progress monitoring
- **Pair** with a neighbor
- **Share** your thoughts

Use the Essential Components of RTI and Fidelity handout to note what was discussed
Fidelity and the Multi-level Prevention System

- Fidelity is important across all three levels of the multi-level prevention system
- Each level has distinct considerations for fidelity
Fidelity at the Primary Prevention Level

- Staff implements program components or core components of the curriculum with fidelity
  - Might not be scripted but is comprehensive given the age group and content area
  - High-quality instruction
  - Includes differentiation
    - Staff may use a mix of whole group, small group, dyadic, and independent practice

- Staff implement curriculum based on established delivery timeframe
  - For example: Provide 90–120 minutes of reading instruction five days a week

- Students are engaged throughout lessons
Fidelity at the Secondary Prevention Level

- Staff adhere to clearly articulated, validated evidence-based interventions that are aligned with the core curriculum
  - Explicitly follow evidence-based program as it was designed
  - High-quality instruction
- Staff implement intervention based on the duration and timeframe defined by the program developer
  - For example: Provide 30 minutes of reading instruction per day, 3–5 days per week in addition to core
- The group size is optimal (according to research) for the age and needs of students
- Students are engaged throughout interventions
Fidelity at the Tertiary Prevention Level

- Staff adheres to individualized student plan developed by a team to address student’s needs
  - May include adaptations from an evidenced-based intervention
  - Use of data-based individualization to develop and adjust plan
  - Uses high-quality instruction

- Staff follows predetermined duration and frequency based on the student plan
  - For example: provide 30 minutes of reading instruction per day, 3–5 days per week in addition to core

- Staff uses group sizes that are optimal (according to research) for the age and needs of students

- Students are engaged throughout interventions
Think-Pair-Share

- **Think** about the negotiables and non-negotiables of fidelity across primary, secondary, and tertiary prevention levels, and identify how these may be different across the prevention levels

- **Pair** with a neighbor

- **Share** your thoughts

Use the Essential Components of RTI and Fidelity handout to note what was discussed
Fidelity Within Data-Based Decision Making

Data teams have established

- Routines and procedures for conducting data reviews
  - Regularly scheduled meeting times
  - Agendas and meeting procedures

- Decision making processes
  - What you are looking for, how you will look for it, and how you know whether you have found it

- Explicit decision rules for assessing student, class, grade, school-level progress
  - Establish in writing
Think-Pair-Share

- **Think** about the negotiables and non-negotiables of fidelity for data-based decision making
- **Pair** with a neighbor
- **Share** your thoughts

Use the Essential Components of RTI and Fidelity handout to note what was discussed
MEASURING FIDELITY OF IMPLEMENTATION
Ways to Measure Fidelity

- Self-report data
- Observation
- Logs, lesson plans, and student work
Self-Report Data

- May provide an indicator of teacher knowledge, context of implementation

Types
- Questionnaires
- Surveys
- Interviews

Considerations
- Often unreliable when used as the sole measure of fidelity, as they are subject to bias
- Efficient
Observation

- Types
  - Spot checks
  - Peer or administrator observations
  - Peer coaching
  - Item-by-item checklists of lesson components and rubrics

- Considerations
  - Develop checklists of critical implementation components
  - Observe or record and listen to sessions at random
  - Least efficient but most reliable
Logs, Lesson Plans, Student Work

- Allow evaluation of what was done
  - Content covered
  - Student progress

- Considerations
  - Moderately efficient
  - Moderately reliable
  - Less information about delivery, dosage, adherence to scripts or lesson components (if applicable)
EXAMPLES OF TOOLS USED TO MEASURE FIDELITY
NCRTI Integrity Rubric and Worksheet

- Organized according to the essential components of RTI as identified by the NCRTI:
  - Screening, progress monitoring, multi-level prevention system, data-based decision making

- Includes overarching factors:
  - Staff qualifications, cultural and linguistic responsiveness, leadership, communication and involvement of parents, prevention focus
NCRTI Integrity Rubric

- Intended for use by individuals responsible for monitoring school-level fidelity of RTI implementation or as a measure of self-assessment.

- Provides descriptions of three levels of potential ratings (1, 3, or 5) across each factor.
The RTI Essential Components Integrity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of RTI implementation. The rubric is aligned with *Essential Components of RTI: A Closer Look at Response to Intervention* (National Center on Response to Intervention, 2010).

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Screening</strong></td>
<td>Insufficient evidence that the screening tools are reliable; or that correlations between the instruments and valued outcomes are strong; or that predictions of risk status are accurate.</td>
<td>Evidence indicates that the screening tools are reliable and that correlations between the instruments and valued outcomes are strong. However, there is insufficient evidence that predictions of risk status are accurate.</td>
<td>Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.</td>
</tr>
<tr>
<td><strong>Screening Tools</strong></td>
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<tr>
<td><strong>Universal Screening</strong></td>
<td>Neither condition is met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).</td>
<td>Only one condition is met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).</td>
<td>Both conditions are met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).</td>
</tr>
</tbody>
</table>
Insufficient evidence that the screening tools are reliable; or that correlations between the instruments and valued outcomes are strong; or that predictions of risk status are accurate.
NCRTI Integrity Framework Worksheet

- Intended for use by RTI coordinators or evaluators with extensive RTI experience
- Provides space to develop a narrative rationale for each rating
- Data collected through interviews or site visits
<table>
<thead>
<tr>
<th>Item</th>
<th>Sample Interview Questions</th>
<th>Comments/Remarks</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Screening</strong></td>
<td><strong>The RTI system accurately identifies students at risk of poor learning outcomes or challenging behaviors.</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Screening Tools</td>
<td>What tools do you use for universal screening? When your school selected the screening tool(s), how much attention was paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool? Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate (including with sub-groups)? Do you have reason to believe that the screening tool(s) that you use may have issues with validity, reliability, or accuracy (including with sub-groups)? If so, please explain.</td>
<td></td>
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<tr>
<td>2. Universal Screening</td>
<td>Are all students at the target grade levels screened at the beginning of the school year? Does your school conduct screening throughout the school year? If so, how many times during the school year are students in the target grade levels typically screened? Is a well-defined cut score used to identify students at risk? Do you conduct a follow-up assessment to ensure that the results of the initial screening were accurate before placing a student in secondary prevention? If so, please describe. Describe the process for conducting the screenings. To what extent is this process consistently followed? How closely does the administration of the screening follow the developer guidelines? Are there differences in the process for different students? If yes, describe these differences. Is there anything about the process that you feel would jeopardize the accuracy of the results? If so, please describe.</td>
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<tr>
<td>Item</td>
<td>Sample Interview Questions</td>
<td>Comments/Remarks</td>
<td>Ratings</td>
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RTI State Database

The State Database provides resources on a number of topics related to response to intervention (RTI). The resources, which range from policy documents and briefs to trainings and tools, were developed by states, districts, or territories in the U.S. who are in different stages of implementing Response to Intervention.

Welcome to the RTI State Database

(www.state.rti4success.org/)

About the RTI State Database

How to use the RTI State Database

The States Chart: How Do Other States Compare?
Example—Colorado’s RTI Implementation Rubric

RTI IMPLEMENTATION RUBRIC: DISTRICT-LEVEL

**LEADERSHIP**

Leadership refers to the activities of leaders, and includes:
- 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

<table>
<thead>
<tr>
<th>Key Anchors and Guiding Questions:</th>
<th>Emerging: Establishing Consensus</th>
<th>Developing: Building Infrastructure</th>
<th>Operationalizing: Gaining Consistency</th>
<th>Optimizing: Innovating and Sustaining</th>
</tr>
</thead>
</table>
| Structures:                       | District personnel discuss the need for a change in practices. An understanding of RTI’s rationale, definition, and general education purpose is understood. | A district leadership team and/or coordinator is formed that is responsible for scaling up RTI. Duties include, but aren’t limited to:  
  - building understanding of the need for RTI across district
  - identifying funding sources and budget allocation
  - aligning initiatives with RTI
  - coordinating PD
  - outlining roles of principals, supervisors, office admins & support staff | Leadership team meets on a regular basis and works through the action plan or goals of district-level RTI implementation. Team works with stakeholders, schools, and families to achieve goals. | Leadership team is continually refining RTI implementation as it analyzes data from students, families, and schools on the model’s effectiveness. |
| 1. How is a district leadership team formed? | | | | |
| 2. How is a vision and commitment to RTI created? | District administrators understand the need for RTI and understand it is a 3-5 year implementation process. | District administrators, faculty, and families draft a vision statement for RTI implementation. The district commits to a three-tiered model of academics, behavior, and social-emotional support for all students. | District administrators and faculty:  
  - share the mission statement
  - align district policies with the RTI vision to support student success
  - implement and support RTI district-wide | Administrators, faculty, and families actively participate in a systemic, culturally-responsive RTI model. Data on its effectiveness is regularly analyzed to improve RTI implementation and effectiveness. |
### Example—Connecticut’s Evaluation of Districts’ RTI Procedures: Self-Assessment

<table>
<thead>
<tr>
<th>Priority (H/M/L)</th>
<th>SRBI Self-Assessment</th>
<th>As Evidenced By:</th>
<th>Level of Implementation</th>
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<tbody>
<tr>
<td></td>
<td><strong>Directions:</strong> Complete assessment with team. Describe evidence that supports the indicator. Determine current level of implementation based on evidence provided. Priority section will be determined with technical advisor at the culmination of visit. Action steps will be developed based on priorities.</td>
<td></td>
<td>0-Not Yet</td>
</tr>
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</table>

#### 1. Effectiveness of Core Curriculums and Instruction—Systems of Multi-Tiered Interventions

- **a.** System in place to evaluate curriculums, instruction, and learning environments on a regular basis to determine effectiveness based on outcomes of all students
- **b.** Evidence-based and culturally relevant practices are utilized and known by all staff
- **c.** An alignment of curriculum, instruction, assessment and professional development is evident
- **d.** Core general education practices are accessible by all students (regardless of language spoken at home, culture, ability)
- **e.** Continuum of support for all students is clearly defined and articulated (addressing both academics and behavior)
- **f.** Core Reading curriculum is reflective of components of comprehensive literacy (phonemic awareness, phonics, fluency, vocabulary, oral and reading comprehension)
- **g.** Core Math curriculum addresses State Framework (Algebraic Reasoning: Patterns and Functions, Numerical and Proportional Reasoning, Geometry and Measurement and Working with Data: Probability and Statistics)
- **h.** A social/emotional learning (SEL) curriculum is in effect and represents core competencies (self-management, social awareness, relationship skills and responsible decision making)
- **i.** School-wide behavior expectations are clearly defined, taught, and reinforced
- **j.** There is a culture of strengthening and building relationships (adult to adult, adult to student, student to student)
Example—Connecticut’s Evaluation of Districts’ RTI Procedures: Interview

Questions May Include

• What is the purpose of your team?
• What are the activities of the team?
• What are the expectations of the team?
• How often do you meet? How long is the meeting?
• How is the agenda for the meeting determined?
• How are decisions determined?
• How are strategies for student improvement determined? How are they evaluated?
• How does the data team influence classroom/school-wide practice (e.g., coaching teachers, support personnel)?
• Give an example of how the data team supports improvement in student outcomes (e.g., academic or behavioral)?
### District-wide Assessment Inventory 2/1/2012

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Category</th>
<th>Type</th>
<th>Aligned to...</th>
<th>Purpose – Why?</th>
<th>Time Frame</th>
<th>How are these data analyzed?</th>
<th>What do these data tell you about student learning?</th>
<th>Who takes action on this data?</th>
<th>What changes because of the data?</th>
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<td>Student Work Analysis</td>
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<td>(Possible changing the section to questions)</td>
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Assessment Module – Last Revised 12/8/11 – Modified from SRBI Assessment Inventory
Example—Connecticut’s Evaluation of Districts’ RTI Procedures: Building/Classroom Tour

• The observer would write down evidence of practice, notes, or comments for each of these key areas.

• The observer may also record the readiness level (beginning, developing, proficient, or exemplary) observed for each of these key areas.

<table>
<thead>
<tr>
<th>Walkthrough – Building/classroom tour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations:</td>
</tr>
<tr>
<td>Look for consistency of practice across classrooms/grades</td>
</tr>
<tr>
<td>Climate/culture of collective responsibility</td>
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<tr>
<td>Student and family friendly</td>
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<tr>
<td>Consistency in high expectations, rigor, relevance for all students</td>
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<td>Evidence of a professional learning community</td>
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<tr>
<td>Quality of Adult-Adult, Adult-Student, Student-Student relationships</td>
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<tr>
<td>Objective on Board</td>
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<tr>
<td>Student work displayed</td>
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<tr>
<td>Teacher questioning</td>
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<td>Classroom arrangement</td>
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<tr>
<td>Display of data</td>
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<td>Student engagement</td>
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<tr>
<td>Differentiated instruction</td>
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<tr>
<td>Flexible grouping</td>
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<tr>
<td>Appropriate use of other support personnel</td>
</tr>
</tbody>
</table>
Example—Connecticut’s Evaluation of Districts’ RTI Procedures: Data Team Observation

In this example, observers would check the box if they saw evidence of the key area during the observation period.

<table>
<thead>
<tr>
<th>Data Team Observation (30 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations:</td>
</tr>
<tr>
<td>Check all that apply:</td>
</tr>
<tr>
<td>□ Prepared agenda</td>
</tr>
<tr>
<td>□ Consistent schedule (weekly/bi-weekly)</td>
</tr>
<tr>
<td>□ Facilitator</td>
</tr>
<tr>
<td>□ Record or minutes taken</td>
</tr>
<tr>
<td>□ Focus on student work/outcomes</td>
</tr>
<tr>
<td>□ Collecting or analyzing data on all students</td>
</tr>
<tr>
<td>□ Setting SMART goals</td>
</tr>
<tr>
<td>□ Selecting effective teaching strategies</td>
</tr>
<tr>
<td>□ Determining effectiveness of strategies</td>
</tr>
<tr>
<td>□ Determining specific actions for subsequent data team meeting</td>
</tr>
</tbody>
</table>
### Example—Delaware’s District RTI Planning Guide

<table>
<thead>
<tr>
<th>Section III</th>
<th>Category A</th>
<th>Category B</th>
<th>Category C</th>
<th>Potential Team Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.1</td>
<td>Teachers implement all components of SBR core curriculum with fidelity (Module I)</td>
<td>Teachers do not implement all components of SBR core curriculum with fidelity</td>
<td>Some teachers implement all components of SBR core curriculum with fidelity but it is not a school-wide practice or expectation</td>
<td>All teachers implement all components of SBR core curriculum with fidelity because it is a school-wide expectation</td>
</tr>
</tbody>
</table>

Elementary Schools in our district (List school under appropriate Category)

<table>
<thead>
<tr>
<th>III.2</th>
<th>Category A</th>
<th>Category B</th>
<th>Category C</th>
<th>Potential Team Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools in our district (List school under appropriate Category)</td>
<td>Teachers do not teach all students at grade level standards and have a difficult time matching instructional needs to the appropriate sequence of skills during small group instruction (Module I, IV)</td>
<td>Some teachers teach every student at grade level standards and match instructional needs to the appropriate sequence of skills during small group instruction</td>
<td>All teachers teach at grade level standards and implement an appropriate instructional sequence of skills during small group instruction</td>
<td>School staff for schools in Categories A and B should be provided professional development in teaching at grade level standards and decision making for matching instructional needs to the appropriate sequence of skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III.3</th>
<th>Category A</th>
<th>Category B</th>
<th>Category C</th>
<th>Potential Team Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity of core implementation is evidenced by walk throughs, observations, lesson plans, accessible, instructional materials, posted schedules, data (Module I)</td>
<td>Building administrators do not use systemic practices to evaluate the implementation of the core curriculum</td>
<td>Building administrators engage in some practices to evaluate the implementation of the core curriculum</td>
<td>Building administrators engage in systemic practices to evaluate the implementation of the core curriculum</td>
<td>Building Administrations for schools in Categories A and B should consider technical assistance in effective practices to evaluate the fidelity to core curriculum implementation. For schools in Category C, continue effective practices.</td>
</tr>
</tbody>
</table>

Elementary Schools in our district (List school under appropriate Category)

Team Notes:
Measuring Fidelity Handout

Work with your team to

A. Choose an essential component to focus on during this activity.

B. Fill out the handout and discuss the last two columns relating to the essential component your team selected:
   - What are you currently doing to measure fidelity?
   - How might you measure fidelity in the future?
WAYS TO IMPROVE FIDELITY
Developing a Climate, Culture, and Leadership to Support Fidelity

- **Assess and develop a supportive CLIMATE**
  - Do leaders manage and encourage implementation of fidelity?
  - Is the school atmosphere conducive to new approaches & practices?
  - Do established practices encourage frequent & open communication? Who feels responsible for each child?

- **Assess and build a supportive CULTURE**
  - Do staff and student values and beliefs promote fidelity?
  - Do school traditions and norms promote fidelity?

- **Ensure strong LEADERSHIP**
  - Do leaders know and do what is expected, communicate openly with staff, and develop a system to assess fidelity?
Generate Buy-In

- Get buy-in for RTI implementation and fidelity from administration, teachers, staff, students, and parents prior to starting to implement
- Ensure that administration and staff believe in the inherent value of implementing RTI with fidelity
- Attract staff interested in RTI and high-quality implementation
- Develop a school-wide understanding of the essential components of RTI and fidelity—and their “active ingredients,” those parts that cannot be left out
Set Clear Expectations

- Ensure all staff are aware of expectations and are well trained and supported to meet them
- Establish an expectation that everyone needs to lead, bringing their talents to the task of assessing fidelity
- Create an expectation that implementing RTI with fidelity is the norm and regular practice
Create Structure That Supports Fidelity

- Create school-level structures and resource allocation that support implementing with fidelity and staff meeting expectations
  - Open communication
  - Time for grade/content level teams to meet
  - Professional development to support expectations
  - Follow-up, including retraining and coaching
Provide Coaching to Support Fidelity

- Peer Coaching
- Administrator Coaching
- External Expert Coaching
The Power of Coaching

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>Demonstrated Knowledge of Skill</th>
<th>Demonstrated Skill</th>
<th>Used Skill in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>PLUS Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>PLUS Practice &amp; Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>PLUS Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce & Showers, 2002
Identify and Address Potential Barriers

- No time!
- No motivation!
- Staff turnover!
- Disagreement about mission!
- No support strategies!
- Poor coaching!
- Lack of resources!
- Nonsupportive culture!
# Overcoming Barriers

<table>
<thead>
<tr>
<th>STAGES OF IMPLEMENTATION</th>
<th>Who</th>
<th>What &amp; How</th>
<th>Why</th>
</tr>
</thead>
</table>
| **Exploring and Adopting** | • Involve key staff.  
• Ensure understanding of impact on social system. | • Ensure that RTI system is fully conceived and all parts are in place. | • Ensure that all staff agree on mission and vision.  
• Assess, promote enthusiasm for RTI. |
| **Planning** | • Define coach’s role.  
• Define principal’s role.  
• Ensure understanding of fidelity checks vs. evaluation. | • Provide quality support strategies.  
• Ensure adequate time & tool supply.  
• Provide specific fidelity protocols or procedures to all staff.  
• Provide staff development, coaching. | • Determine extent of fidelity support within climate and culture.  
• Provide examples of positive outcomes associated with fidelity practice. |
| **Implementing** | • Provide quality coaching, feedback, & follow-up.  
• Schedule time for staff discussions/updates.  
• Check that follow-up procedures lack tension.  
• Ensure that the coach-teacher relationship is established. | • Ensure quality staff support.  
• Schedule enough time to implement fidelity procedures.  
• Ensure that staff understands tools & methods.  
• Ensure that staff members are continuing to receive good support.  
• Ensure adequate time for data collection.  
• Be aware of and provide needed professional development and coaching. | • Monitor staff confidence level; bolster as needed.  
• Ensure that fidelity is "business as usual.”  
• Emphasize realized success and benefits. |
| **Continuously Improving** | • Ensure that staff agrees on parameters of innovation.  
• Assess staff turnover; if high, analyze causes.  
• Establish practices to lower staff turnover. | • Consider only after fidelity is well established.  
• Clarify for staff: drift vs. innovation.  
• Develop methods to evaluate benefits of innovations.  
• Analyze and improve recruiting and staff selection practices.  
• Establish specific plans for training new staff.  
• Ensure that multiple staff members are in key positions. | • Consider innovation only after whole staff has full understanding of importance of fidelity.  
• Continually review and renew mission/priorities. |
Think-Pair-Share

- **Think** about
  - Some barriers to achieving fidelity at your school
  - Some potential solutions to overcome these barriers
- **Pair** with a neighbor/group from your school and discuss
- **Share** with the large group
- Take notes about what you discuss using the blank Overcoming Barriers handout
Planning for Fidelity

Take a few minutes to look over the following questions and jot down answers. They will help you consider what may already be in place in your school and what is still needed to implement the elements of fidelity.

- Is there an established culture of following guidelines and instructional protocols?

- Are checklists available for RTI procedures such as screening and progress monitoring and for interventions?

- Does the school schedule allow for enough time to be spent on needed interventions/decision making?

- Are there professional development opportunities for teachers to learn about effective instructional practices?

- Is anyone checking to make sure teachers are sticking with intended procedures and not drifting?
Practices to Ensure Fidelity of Implementation

- Define components, procedures, techniques, and staff responsibilities.
  - Remember, fidelity may look different for each of the RTI components
- Implement a data system and schedule.
- Conduct fidelity reviews in a positive manner.
- Implement a system for feedback and follow-up.
- Create accountability measures for noncompliance.
- Link instruction and interventions to improved outcomes.
- Include coaching in professional development to support fidelity and implementation.
Need More Information?

National Center on Response to Intervention
www.rti4success.org

RTI Action Network
www.rtinetwork.org

IDEA Partnership
www.ideapartnership.org
Questions?

National Center on Response to Intervention

www.rti4success.org