RTI Fidelity of Implementation Generic Rubric for Administrators
New Jersey Tiered System of Supports

The Response to Intervention (RTI) Fidelity Rubric is for use by administrators who are responsible for overseeing and monitoring school-level and classroom-level fidelity of RTI implementation. The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. The administrators' role includes oversight of bulleted responsibilities and monitoring of all aspects of the essential components described in the rubric. It is accompanied by a worksheet with guiding questions and score points for use in an interview with a school's RTI leadership team.

Assessments—*Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.*			
Measures	Needed	Partially Met	Fully Met
Screening—*The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.*			
Universal Screening Tools	● Successfully implements 1 condition identified in column 3 ● Highlight the condition met.	● Successfully implements 1-3 conditions identified in column 3 ● Highlight each condition met.	● Ensures that the universal screening approach meets the standards outlined in the Screening Mapping Tool and RTI Essential Components Rubric ● Ensures that all identified staff are knowledgeable in the use of the screening tools and provides professional learning opportunities when appropriate ● Budgets for appropriate materials and needed professional learning.
Administration of Universal Screening	● Successfully implements 1-3 conditions identified in column 3 ● Highlight each condition met.	● Successfully implements 4-6 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions: ● Ensures that universal screening is consistently administered within and across grades ● Monitors that universal screening process is in place and is implemented for all students ● Oversees universal screening process to ensure implementation accuracy *(i.e., all students are tested, scores are accurate, cut points/decisions are accurate)* ● Oversees scheduling and communicates universal screening process three times per

			year for all students (fall, winter, spring) ● Ensures that all tools, schedules, and spaces are in place for multiple screening administration. ● Monitors all screening administrations ● Provides professional learning opportunities when appropriate.
Use of Universal Screening Data	● Successfully implements 1-2 conditions identified in column 3 ● Highlight each condition met.	Successfully implements 3-4 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions*:* ● Monitors evidence that indicates teachers analyze the data from the universal screening tools and uses them to make accurate predictions regarding risk status ● Ensures that the process is in place for providing diagnostics to all students whose scores are below screening benchmarks ● Facilitates conversations regarding coherent explanation of universal screening data in relationship to other information. If re-administration is necessary, plans for re-administration are coordinated. ● Oversees regular data meetings including agendas, outcomes, and next steps ● Ensures evidence of consistent organization and dissemination of data before and after data meeting.
Data Point to Verify Risks	● Successfully implements 1-3 conditions identified in column 3 ● Highlight each condition met.	● Successfully implements 4-5 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions*:* ● Identifies at least two acceptable, additional data sources *(e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring)* to be used in concert with universal screening assessment ● Facilitates conversations for coherent explanation of screening data and correlation with other data measures ● Monitors use of additional data sources to verify decisions about student risk ● Oversees regular data meetings including

			agendas, outcomes, and next steps ● Ensures evidence of consistent organization and dissemination of data before and after data meetings ● Verifies screening results to ensure decisions about students at risk are informed by well-defined data points.

Progress Monitoring—Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the student's grade and/or skill level.			
Progress-Monitoring Tools	● Successfully implements 1-3 conditions identified in column 3 ● Highlight each condition met.	● Successfully implements 4-5 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions: ● Provides guidelines for accepted alternate forms of progress monitoring tools of equal and controlled difficulty ● Specifies and monitors minimum of acceptable growth based on progress monitoring data minimum of three times throughout the year ● Monitors the reliability and validity of students' performance level scores ● Oversees staff articulation of reliability and validity information in support of selected progress monitoring tools ● Provides staff professional learning opportunities when appropriate ● Budgets for appropriate materials and needed professional learning.
Progress-Monitoring Process	● Successfully implements 1-3 conditions identified in column 3 ● Highlight each condition met.	● Successfully implements 4-5 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions: ● Oversees the progress monitoring process and helps identify intervals for interventions based on intervention level (Tier 2 or Tier 3) ● Oversees that progress monitoring occurs at least biweekly for students receiving Tier 2, supplemental intervention, weekly for students receiving Tier 3, intensive intervention ● Reviews benchmark data for minimum acceptable end-of-year performance ● Monitors procedures for accurate implementation (i.e., appropriate students

			are tested, scores are accurate, decision-making rules are applied consistently) ● Monitors that progress-monitoring administration schedule is shared with staff and regularly communicated in a variety of formats ● Includes staff input of progress data points for data team meetings and decisions.

Data-Based Decision Making—Data-based decision-making processes are used to inform instruction, movement within the multilevel system, and disability identification (in accordance with state law).			
Measures	Needed	Partially Met	Fully Met
Decision-Making Process	● Successfully implements 1-2 conditions identified in column 3 ● Highlight each condition met.	● Successfully implements 3-4 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions*:* ● Ensures that staff utilizes research-based approaches based on validated methods for making decisions regarding student participation in the instruction/intervention levels ● Includes school staff with content and developmental knowledge in the decision-making process regarding student participation in the instruction/intervention levels based on validated methods ● Ensures that staff consistently implement clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions) within and across classrooms ● Ensures evidence of decisions about student participation in the instruction/intervention levels is well documented and clearly communicated to all stakeholders ● Assess staff needs for training and facilitate as necessary.
Data System	● Successfully implements 1 condition identified in column 3 ● Highlight condition met.	● Successfully implements 2 conditions identified in column 3 ● Highlight each condition met.	A data system is in place that meets all of the following conditions: ● Monitors an established data system that allows users to document and access

			individual student-level data (including screening and progress-monitoring data) and instructional decisions ● Oversees that data is entered in a timely manner and represented in an appropriate format, and is able to speak to it with clarity ● Monitors the process for setting/evaluating student goals.
Responsiveness to Tier 2 and Tier 3 Interventions	● No evidence that indicates meeting either of the above conditions.	● Successfully implements 1 condition identified in column 3 ● Highlight condition met.	Meets both of the following conditions: ● Oversees progress-monitoring data informed decisions to determine responsiveness to interventions ● Ensures that decision-making criteria are implemented accurately and based on reliable and valid progress-monitoring data.

Multilevel Instruction—The RTI framework includes a school-wide, multilevel system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as the multi-tiered system of support (MTSS).			
Measures	Needed	Partially Met	Fully Met
Primary-Level Instruction/Core Curriculum (Tier I)			
Research-Based Curriculum Materials	● No evidence that indicates meeting either of the above conditions.	● Successfully implements 1 condition identified in column 3 ● Highlight condition met.	Meets both of the following conditions: ● Allocates sufficient time and personnel resources to reviewing selected core curricular materials using the Core analysis to ensure that they are research-based for the target population of learners, and includes accommodations/modifications for subgroups and interventions ● Allocates sufficient time and personnel resources to curriculum mapping, to ensure that sufficient resources are available to address a clearly defined scope and sequence for instruction and intervention ● Budgets for appropriate materials and needed professional learning based on input

			from leadership team members.
Articulation of Teaching and Learning (in and across grade levels)	● No evidence that indicates meeting either of the above conditions.	● Successfully implements 1 condition identified in column 3 ● Highlight condition met.	Meets both of the following conditions: ● Schedules, establishes guidelines for, and monitors progress of regular, collaborative articulation among staff within and across grade levels ● Ensures that all teachers collaborate to follow and assess all learning objectives so students from every class within a grade level have a highly similar experience and achieve NJSLS.
Differentiated Instruction a) Core Instruction	● Successfully implements 1-2 conditions identified in column 3 ● Highlight condition met.	● Successfully implements 3-4 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions: ● Monitors, or appoints alternate with appropriate expertise, how teachers differentiate teaching and learning strategies based upon student readiness, language, and/or culture and communicates with all staff ● Ensures that proactive differentiating instruction occurs on a regular basis during core instruction ● Ensures that staff provide evidence for why they are differentiating for certain students in certain ways ● Ensures that staff can explain how they use data to identify and address the needs of students ● Ensures professional learning opportunities for staff as needed.
Differentiated Instruction a) Interventions	● Successfully implements 1-2 condition identified in column 3 ● Highlight condition met.	● Successfully implements 3-5 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions: ● Monitors, or appoints alternate with appropriate expertise, how teachers differentiate teaching and learning strategies based upon student readiness, language, and/or culture and communicates with all staff ● Regularly incorporates small group instruction to address concept, knowledge, or skill gaps of students with specific needs identified for Tier 2 and Tier 3 interventions ● Includes students with specific needs

			identified for Tier 2 and Tier 3 intervention in all Core (Tier 1) instruction and provides additional, scheduled time for interventions ● Ensures that staff provide evidence for why they are differentiating for certain students in certain ways ● Ensures that staff can explain how they use data to identify and address the needs of students ● Ensures professional learning opportunities for staff as needed.
Standards-Based	● The core curriculum (reading and mathematics) is not aligned with the NJ Student Learning Standards. .	● Monitors the core curriculum (reading and mathematics) and ensures, with evidence, that it is partially aligned with the NJ Student Learning Standards.	● Ensures district curriculum map adheres to NJSLS, and the core curriculum is taught and assessed with fidelity, completely aligned with NJSLS and follows map and pacing guidelines in every classroom.
Exceeding Benchmark	● No evidence that indicates meeting either of the above conditions.	● Successfully implements 1 condition identified in column 3 ● Highlight condition met.	Meets both of the following conditions: ● Monitors programs and activities that are above and beyond core instruction for all students exceeding benchmarks ● Reviews curriculum to ensure equitable access to enrichment resources at all grade levels.

Secondary-Level Intervention (Tier 2)			
Evidence-Based Intervention	● Successfully implements 1 condition identified in column 3	● Successfully implements 2-3 condition identified in column 3 ● Highlight each condition met.	Meets all of the following conditions: ● Ensures that staff are designed and able to monitor intervention inventories to ensure that all Tier 2 interventions are evidence based in content areas and grade levels and aligned to students' skill needs identified through data ● Creates a master schedule that reflects protected time for tier 2 interventions ● Ensures that staff have the time and resources necessary to map interventions to the curriculum map, to ensure that there is alignment between interventions and pacing

			guide of core instruction. ● Ensures funds are available for additional intervention resources as identified by data-informed evidence.
Instructional Characteristics	● Successfully implements 1-2 of the 5 conditions identified in column3 ● Highlight each condition met.	● Successfully implements 3-4 of the 5 conditions identified in column3 ● Highlight each condition met.	● Meets all of the following conditions (including all 5 components of the first condition): ● Oversees the process enacted by staff to ensure that: ● (1) intervention procedures are standardized and implemented with fidelity at all grade levels, (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students (4) direct and explicit instruction (5) Informed and based on screening/diagnostic data
Standards-Based	● The core curriculum (reading and mathematics) is not aligned with the NJ Student Learning Standards. .	● Monitors the core curriculum (reading and mathematics) and ensures, with evidence, that it is partially aligned with the NJ Student Learning Standards.	● Ensures the district curriculum map adheres to NJSLS, and core curriculum is taught and assessed with fidelity, completely aligned with NJSLS and follows map and pacing guidelines in every classroom.
Addition to Primary	● Secondary-level interventions replace the core instruction.	● Secondary-level interventions are sometimes implemented during core instruction.	● Provides a master schedule that reflects Tier 2 interventions are provided outside of core instruction.

Intensive Intervention—Individualized with a focus on the academic needs of students with disabilities and those significantly below grade level
(Tier 3)

Data-Based Interventions Adapted Based on Student Need	● Successfully implement 1 condition identified in column 3 ● Highlight the condition met.	● Successfully implements 2-3 conditions identified in column 3 ● Highlight each condition met.	Meets at least four (4)) of the following conditions: ● Budgets for and coordinates resources to provide individualized interventions ● Coordinates professional learning so staff is highly trained to provide needed intensive interventions in smaller settings ● Facilitates building a master schedule designed to provide increased frequency and/or duration for more intensive interventions ● Ensures that team members use interventions that are data based, adapted to individual needs, and not redundant.
Instructional Characteristics	● No evidence that indicates meeting either of the above conditions.	● Successfully implements 1-2 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions: ● Regular checks to make sure staff are monitoring that interventions are individualized and adjusted to address the needs of each student ● Recruits and retains highly-trained staff who are experienced with individualized instruction based on student data, instructional lesson design documents, observations, walkthroughs ● Provides optimal space accommodations and group size are research based.
Standards-Based	● The core curriculum (reading and mathematics) is not aligned with the NJ Student Learning Standards. .	● Monitors the core curriculum (reading and mathematics) and ensures, with evidence, that it is partially aligned with the NJ Student Learning Standards.	● Ensures the district curriculum map adheres to NJSLS, and core curriculum is taught and assessed with fidelity, completely aligned with NJSLS and follows map and pacing guidelines in every classroom.

Relationship to Primary	• Successfully implements 1 condition identified in column 3 • Highlight condition met	• Successfully implements 2 conditions identified in column 3 • Highlight each condition met	Meets all of the following conditions: • Monitors that data meeting decisions are reflective of a case-by-case process according to student needs • Ensures that interventions are always implemented in addition to the core curriculum • Verifies that students receiving intervention remain in primary (core) level instruction.

Multilevel Instruction—The RTI framework includes a school-wide, multilevel system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as the multi-tiered system of support (MTSS).			
Measures	**Needed**	**Partially Met**	**Fully Met**
Prevention Focus	• Successfully implements 1 condition identified in column 3 • Highlight condition met	• Successfully implements 2-3 conditions identified in column 3 • Highlight each condition met	Meets all of the following conditions: • Communicates to all staff members the purpose of NJTSS is to provide hiqh quality core instruction that meets the needs of 80% or more of students. • Maintains expectations of consistent and flexible differentiation of core (Tier 1) instruction • Ensures that Tier 2 interventions are designed to be flexible and address students' need based on data-informed evidence, and are aligned to grade-level standards • Clearly communicates the purpose of Tier 2 interventions is to prevent students from having academic and/or behavioral challenges and not a pathway to special education identification.

Leadership Personnel	● No evidence that indicates meeting either of the above conditions.	● Successfully implements 1 condition identified in column 3 ● Highlight condition met.	Meets both of the following conditions: ● Provides evidence that the school and district leaders are well trained and versed in the essential components of the RTI framework ● Prompts that decisions and actions by school and district leaders proactively support the essential components of the RTI framework.
School-Based Professional Development	● Successfully implements 1-3 condition identified in column 3 ● Highlight condition met.	● Successfully implements 4-6 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions: ● Ensures that ongoing, school-based professional development is in response to staff and students' needs, systemic and targeted for those who provide intervention at all levels as well as core instruction ● Monitors teachers' PDPs are examined and monitored to ensure that they continuously reflect upon and improve instructional practice, data-based decision making and delivery of interventions ● Provides formative feedback in teacher summative evaluations that reflects upon and improves instructional practice, data-based decision making and delivery of interventions ● Coordinates NJTSS training for all new teachers ● Recruits and retains coaches with appropriate content as well as developmental knowledge, expertise and data-based decision making skills ● Ensure that coaches are sufficiently trained to support NJTSS components ● Provides sufficient time and opportunities for coaching for all staff who need it
Schedules	● Successfully implements 1 condition identified in column 3 ● Highlight condition met.	● Successfully implements 2-3 conditions identified in column 3 ● Highlight each condition met.	Meets all of the following conditions: ● Creates (in concert with others) a master schedule to reflect time for multiple levels of intervention ● Creates (in concert with others) a master

			schedule to reflect time for collaborative PLC's ● Creates (in concert with others) a master schedule that reflects common planning time ● Creates (in concert with others) a master schedule to reflect time for regular data team meetings.
Resources	● Appropriates minimal funds, without justification, to adequately support at least one aspect of NJTSS implementation including personnel, resources, ancillary programs, professional learning ● Has no identifiable process for monitoring the appropriate use of resources? ● Has disjointed data collection process.	● Appropriates some funds, vague justification, during the budget process to adequately support some aspects of NJTSS implementation including personnel, resources, ancillary programs, professional learning ● Has identifiable process for monitoring the appropriate use of resources ● Has a data collection process for monitoring resource allocation; monitoring is not completely successful.	Meets all of the following conditions: ● Appropriates sufficient funds with justification during the budget process to adequately support all aspects of NJTSS implementation including personnel, resources, ancillary programs, professional learning ● Has a systematic process for monitoring the appropriate use of resources? ● Monitors resource allocations effectively and efficiently through rigorous data collection.
Cultural and Linguistic Responsiveness	● No evidence that indicates meeting the condition identified in column 3.	● Successfully implements at least 2 components identified in condition in column 3 ● Highlight each condition met.	Fully meets all of the following conditions: ● Seeks clear evidence from staff, i.e., curriculum, lesson plans, surveys, observations, supporting their ability to articulate information and factors that they consider when adopting culturally and linguistically relevant tools and strategies in all three areas: (1) instructional practices, (2) assessments, and (3) intervention programs.
Communications With and Involvement of Parents	● Successfully implements 1 component identified in condition in column 3 ● Highlight condition met.	● Successfully implements at least 2 components identified in condition in column 3 ● Highlight each condition met.	Fully meets all of the following conditions: ● Ensures meeting all the following conditions in a variety of forums and formats (newsletter, website, blog, Back to School Night, conferences, phone calls, etc): (1) Clear communication of description of the school's essential components of RTI; (2) Utilization of a coherent mechanism for implementing parent updates

			regarding progress of children receiving either tier 2 or tier 3 interventions (3) Process for regularly about decision making regarding the progress of students receiving intensive intervention.
Communication With and Involvement of All Staff	• Successfully implements 1 condition identified in column 3 • Highlight condition met.	• Successfully implements 2 conditions identified in column 3 • Highlight each condition met.	Meets all of the following conditions: • Communicates a description of the school's essential components of RTI and data-based decision-making process with staff clearly • Provides a system to keep staff informed • Allows ample time and guidelines for teacher teams to collaborate frequently.
NJTSS Teams	• Successfully implements 1 condition identified in column 3 • Highlight condition met.	• Successfully implements 2 conditions identified in column 3 • Highlight each condition met.	Meets all of the following conditions: • Provides that the RTI team is representative of all key stakeholders • Establishes structures and clear processes to guide decision making • Provides time for the RTI team to meet regularly • Maintains focused and productive meetings.

Fidelity and Evaluation—System for collecting and analyzing data to measure fidelity and effectiveness of the RTI model. Measures 1 3 5			
Measures	Needed	Partially Met	Fully Met
Fidelity	• No evidence that indicates meeting either of the above conditions.	• Successfully implements 1 condition identified in column 3 • Highlight condition met.	Meets both of the following conditions: • Establishes and oversees procedures to monitor the fidelity of implementation of the core curriculum and tier 2 and tier 3 interventions • Establishes and oversees procedures to monitor the processes of administering and analyzing assessments.
Evaluation	• Successfully implements 1 condition	• Successfully implements 2 conditions	Meets all of the following conditions:

	identified in column 3 ● Highlight condition met.	identified in column 3 ● Highlight each condition met.	● Ensures an evaluation plan is in place to monitor short- and long-term goals ● Monitors that student data are reviewed for all students and subgroups of students across the essential components to evaluate the effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective) ● Reviews implementation data (e.g., walk-throughs) to monitor fidelity and efficiency across all components of the RTI framework ● Ensures that planning is active and ongoing.