California's Project READ – Fidelity of Implementation Rubric (FIR)

1. A Project READ Site Implementation Team (SIT) Leads Implementation

1. Members of the Site Implementation Team (SIT) are being identified and recruited; and initial discussions are underway concerning how and when to meet regularly.
2. The SIT has filled its roster with at least seven members including key administrators and teachers, has scheduled regular meetings; and has identified three of its members to participate in the ongoing Leadership Academy.
3. The SIT is meeting at least monthly with most members attending and actively providing a variety of perspectives; and their SIT representatives are attending the Leadership Academy and reporting back.
4. Level 3, plus SIT members are leading implementation by sharing practices/ processes and engaging in dialogue with the faculty throughout the school site to promote buy in and bring feedback on Project READ (PR) implementation back to the SIT meetings.
5. Level 4, plus SIT members provide leadership on PR implementation in department meetings; a district- level representative has participated in SIT meetings; any new SIT members are oriented and mentored; and succession planning has been strategized.

2. A Fidelity of Implementation Rubric (FIR) and Implementation Plan are Used to Develop, Guide and Monitor Implementation

1. The SIT members, together with their Site Coach, are completing the FIR and identifying initial next steps and articulating them in their Implementation Plan.
2. The SIT and the Site Coach are monitoring and refining the next steps in the Implementation Plan at monthly meetings; and additional meetings and discussions are occurring as needed to accomplish the next steps.
3. The SIT is completing the FIR and updating their plan in fall and spring each year, and is working on the plan and the next steps at monthly meetings with their Site Coach, toward reaching at least Level 3 on all FIR items.
4. Level 3, plus the SIT is refining implementation based upon feedback and data, facilitating their own planning and monitoring meetings, and taking the steps necessary to move forward with innovative advanced implementation of key PR elements.
5. Level 4, plus the SIT is working with the district by sharing processes, products, successes, challenges, needs, and possibilities; and sustainability planning is taking place on key PR elements.

3. Sites are Active Participants in a Learning Community with Peers From Other Sites

1. SIT members are registering for the PR Online Learning Community and getting to know the online environment.
2. Level 1, plus Teachers receiving PR training are registering for the Online Learning Community and getting to know the online environment; and the select SIT representatives are participating in the Leadership Academy meetings and Webinars.
3. Level 2, plus administrators and teachers are actively engaging with material (reading/ listening/ watching) and posting in the Online Learning Community; and site implementation successes, challenges, and/ or questions are being shared at the Leadership Academy meetings and Webinars.
4. Level 3, plus the SIT has given a presentation on their site's implementation to other sites through the Leadership Academy, hosting a site visit, a Webinar, or a Regional Institute.
5. Level 4, plus in years 4 and/ or 5 some SIT members have visited another PR site to review its FIR and observe implementation at that site, and reported back on their experience and what was learned to the full SIT.

4. The School's Curriculum and Instruction is Aligned to the Common Core State Standards (CCSS)

1. Two Common Core State Standards (CCSS) Curriculum Review meetings are being scheduled, and key faculty and administrators are being invited.
2. CCSS Curriculum Review meetings have taken place for both English Language Arts (ELA) and other Content Areas, with key faculty and staff actively involved.
3. Level 2, plus teachers have received PR training in teaching reading skills in the content areas aligned with the CCSS, and are implementing that learning in the instructional processes in their classrooms, as seen in instructional observations and coaching conversations.
4. Level 3, plus instructional planning conversations and implementation are occurring toward schoolwide CCSS alignment of instructional practices inclusive of teaching reading skills in the content areas across the curriculum, beyond just the PR teachers, as evidenced in SIT notes.
5. Level 4, plus instructional planning conversations and implementation are occurring toward schoolwide CCSS alignment of instructional practices inclusive of teaching reading across the curriculum, as evidenced in notes from meetings of departments, school faculty, or the district.

5. English Language Arts (ELA), English Learner (EL), and Special Education (SE) Teachers are Teaching Reading Skills

1. Discussions are being initiated to identify ELA, EL, SE, and Reading Intervention teachers to learn new instructional strategies, practices, and approaches for teaching reading skills in their content areas by participating in the Course #1 online modules and on-site training.
2. The teachers selected have completed the online IRIS modules and coach-facilitated trainings and begun implementing the new instructional strategies, practices, and approaches in the classroom.
3. Instructional observations and reflective conversations have occurred with all PR teachers who have completed Course #1 to ensure that they are implementing the new instructional strategies, practices, and approaches to teaching reading in their content areas with fidelity.
4. Level 3, plus individual coaching and professional development needs are identified and prioritized; based, in part, on the instructional observations and fidelity checks being conducted toward enhancing implementation at the classroom- level.
5. Level 4, plus plans are in place for new and/ or additional teachers to complete the online modules and participate in skill sharing, training, and mentoring with other PR teachers toward applying the new instructional strategies in their classrooms; and district professional development plans reference PR resources and practices.

6. History/ Social Studies and Science Teachers are Teaching Reading Skills in the Content Areas

1. Discussions are being initiated to identify History/ Social Studies, and Science teachers to learn new instructional strategies, practices, and approaches for teaching reading skills in their content areas by participating in the Course #2 online modules and onsite training.
2. The teachers selected have completed the online IRIS modules and coach-facilitated trainings and begun implementing the new instructional strategies, practices, and approaches in the classroom.
3. Instructional observations and reflective conversations have occurred with all PR teachers who have completed Course #2 to ensure that they are implementing the new instructional strategies, practices, and approaches to teaching reading in their content areas with fidelity.
4. Level 3, plus individual coaching and professional development needs are identified and prioritized based, in part, on the instructional observations and fidelity checks being conducted, toward enhancing implementation at the classroom-level.
5. Level 4, plus plans are in place for new and/ or additional teachers to complete the online modules and participate in skill sharing, training, and mentoring with other PR teachers toward applying the new instructional strategies in their classrooms; and district professional development plans reference PR resources and practices.

7. Teachers are Using Scholastic Reading Programs and Technology

1. Student reading intervention needs are being identified, as well as technology requirements and capacities, toward selecting the right mix of Scholastic READ 180 Next Generation, System 44, English 3D reading programs and Scholastic Reading Inventory (SRI) assessment licenses for the site.
2. The appropriate Scholastic reading programs and technologies have been obtained and installed; reading intervention teachers have completed the Scholastic trainings for the programs and are beginning to use them; and there are clearly articulated processes and criteria for which students will be receiving these reading interventions.
3. Level 2, plus Scholastic reading programs and technology are being used with fidelity for reading intervention and instruction with the identified students; and intervention teachers are sending Scholastic letters and reports to parents to keep them informed of their student's reading progress and ways they can be supportive at home.
4. Level 3, plus Scholastic programs are an integral part of the school's system of multitiered reading instruction and intervention, with expanded use and/ or additional programs being integrated as needed; and collaboration is happening through sharing curricula focuses, keyword sheets, and student lexile levels with content-area teachers.
5. Level 4, plus Scholastic student data on lexile levels and reading skill strengths and areas needing further development is being shared as a resource tool with content-area teachers who are utilizing the data to make instructional decisions to support the teaching of reading skills across the curriculum, and who are also active in referring students in need of assessment.

8. Coaching for Individual Teachers is Prioritized and Provided

1. The Lead Administrator and Site Coach are committed to conducting individual teacher instructional observations and coaching conversations with each teacher who completes PR training, toward ensuring that the new strategies and skills are being implemented with fidelity.
2. The Lead Administrator and Site Coach are identifying and prioritizing teachers who have completed PR training to receive individual coaching based upon fidelity-of-instruction observations, student outcomes, and assessed student needs; and time is scheduled to provide that coaching.
3. Identified and prioritized individual PR teachers are receiving individual coaching based upon student outcomes and fidelity-of-instruction observations and checklist ratings.
4. Level 3, plus PR teachers who receive individual coaching are actively reflecting on their instructional practices, examining student data, and adjusting their instructional practices.
5. Level 4, plus PR teachers are sharing and reflecting on their instructional practices in department meetings and self-initiating requests for coaching support as needed.

9. A Process for Student Reading Progress Monitoring is Mapped and Followed

1. The SIT is beginning to review the universal screening, assessment, placement, intervention, and progress-monitoring process for student reading, including the instruments, protocols, intervention programs, tiers and criteria, and data to be used for progress monitoring.
2. The SIT has articulated a full Student Reading Progress Monitoring Map, including universal screening, assessment, placement, and intervention, with details on the instruments, protocols, tiers and criteria, and the data used for progress monitoring.
3. The Student Reading Progress Monitoring Map's system is being implemented; and the SIT uses student data to review needs and progress, refine the map and its implementation, and make recommendations for improving coaching and training for teachers.
4. Level 3, plus the SIT is meeting to review and discuss student progress-monitoring data at least twice a year; and teachers are collaboratively discussing data by grade level and/ or by content area.
5. Level 4, plus school site data collaboration teams within and/ or across departments collaboratively review student reading progress and needs at least quarterly; and content-area teachers have access to student reading data to inform their instructional practices.

10. Parents/ Family Members are Involved in their Student's Project READ Experience

1. The SIT is discussing timing and approaches to incorporating Parent Workshops at the site, to be led by Parent Training and Information (PTI) Center trainers.
2. The SIT has a designated member for communicating with the PTI lead to request and schedule workshops; a workshop has been scheduled; and the school has invited parents to attend.
3. Two Parent Workshops are presented each year that articulate PR-supported reading intervention programs and instructional strategies, and how parents can support their student's reading learning, with a site administrator attending one workshop to observe and provide a school presence.
4. Level 3, plus the SIT reviews and discusses the Parent Workshop end-of-event evaluations and the observations of the site administrator who attended, makes recommendations toward improving future trainings, and does planning for outreach to increase parent participation.
5. Level 4, plus an administrator or teacher parent-liaison participates in each Parent Workshop, brings parent needs and concerns to the SIT to discuss and follow up at future Parent Workshops, and interfaces with parents to build positive school- community relationships and develop parent leaders.