

**ASPIRE PROBLEM SOLVING FIDELITY CHECKLIST
ADMINISTRATIVE INSTRUCTIONS**

Purpose

As part of the Illinois ASPIRE project, the Fidelity Checklist is designed to monitor the adherence of implementation of problem solving activities and products at the school level. The primary focus of the Illinois ASPIRE project is reading at the K-3 level.

Steps for Administration

When completing the Fidelity Tool, select five cases at random at each of five schools, also selected at random. The rating of the products for the five schools (25 cases total) should be completed by one independent rater. Two of the five schools (10 cases total) need reliability data so for two of the five schools please have a second independent rater complete the Fidelity Tool using the same permanent products as the first independent rater. The two raters may be on site at the same time, but they should not discuss their ratings. Information necessary to complete the Problem Solving Fidelity Checklist is gathered through multiple sources including review of permanent products, staff and student case management reviews and other ASPIRE-related tools. A member of the problem solving team at the ASPIRE data collection school needs to be identified as the designated person to gather the sources of information needed to complete this checklist. The following five products/sources are needed to complete the Fidelity Checklist.

	Products to be Collected
1.	School Improvement Plan/Action Plan
2.	Instructional Planning Forms/Part C of the Self Study
3.	Screening data (CBM, SWIS)
4.	Evidence of progress monitoring (Tier 2, Tier 3 Graphs; Benchmark Data for Tier 1)
5.	Training (Training Logs or Sign in Sheets)

The ASPIRE Fidelity Checklist includes a “Source” column indicating the number that corresponds to one or more of the five products to be used when completing a particular item. The “Comments” column should be used to record any additional sources (e.g., team meeting notes, district Rtl plan, case management records) reviewed that contained evidence documenting that a particular item was present and to note any other relevant information. Additionally, a scoring guide can be found on the last page in order to help determine whether or not a particular source is present.

The problem solving team member serving as the contact person for the ASPIRE data collection school will be asked to collect each of the available products listed above and to arrange for their delivery through the Reviewer’s method of choice (in person, to be picked up, email of documents, documents sent through the

mail). Once the process for collecting the necessary data is established, reviewing the data and scoring the ASPIRE Fidelity Checklist takes an average of two to three hours.

Timeline for administration

The Problem Solving Fidelity Checklist is to be administered **once during Spring Semester of** each academic year. Time required to complete this tool includes: gathering of products/sources of information, reviewing of documents, and completing the checklist.

Data collection is to be conducted during the month of January. Data will be due at Loyola University Chicago during the early part of February. Information on exact dates is available at the Illinois ASPIRE Program Coordinators Page which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.

Administration Instructions

Personnel completing the Fidelity Checklist require training to describe observations at an 80% accuracy across two different occasions (inter-rater reliability). In addition to the evaluation coordinator, the second rater will complete an example case study with the coordinator and receive feedback. Administration of this tool does not require content knowledge but the capacity of recognizing the presence of the products or processes described in the stems.

Training is required to administer this tool. The regional Evaluation Coordinators are to be the primary data collection persons for this tool. To assure objectivity, it is required that the additional person doing the data collection **cannot be associated with the building for which the data are being collected**. A building level program coordinator, coach or problem solving team member trained to administer this tool can collect data with this tool in schools other than their own. The district program coordinator or coach can collect the data at any school within the district as long there are no duality of roles directly pertaining to the school where the data are collected. In this case, completed Fidelity Checklists are to be collected by the district/regional Illinois ASPIRE Program Coordinator. The program coordinator will make sure all data are sent to the Center for School Intervention, Evaluation, and Training (CSEIT) at Loyola University Chicago by the appropriate deadline for that data collection period.

Deadlines are available at the Illinois ASPIRE Program Coordinators Page, which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.

IL-ASPIRE FIDELITY CHECKLIST

Source	Please indicate your level of agreement with having observed the following:	Source	
		Present (Y/N)	Comments
5	<p>1. Present overview of multi-tiered early intervention services model to staff, community members and school board members</p> <p>-Logs or sign in sheets are provided and all groups are documented</p>		
1	<p>2. Principal sets expectations for implementation of Rtl/Problem Solving within the school</p> <p>-Administrator expectations, necessary components for demonstrating commitment and support, and future steps are delineated in the school improvement plan or action plan</p>		
1	<p>3. There is consensus within the building leadership, development of infrastructure and action toward implementation</p> <p>-Administrator expectations, necessary components for demonstrating commitment and support, and future steps are delineated in the school improvement plan or action plan</p>		
1	<p>4. Problem solving is included in action steps (objectives) of the School Improvement Plan</p> <p>-The complete process is included in the action plan, and personnel (groups, teams, or individuals) responsible for implementation are identified</p>		
3	<p>5. Curriculum based measurement assessment tools are used in the classroom</p> <p>-Process is documented (benchmarking data collected, cut scores, identification of need, intervention materials)</p>		
3	<p>6. Universal screening practices are used (e.g., cut scores established, identified programs to deliver)</p> <p>-Process is documented (benchmarking data collected, cut scores, identification of need, intervention materials)</p>		
3	<p>7. Benchmarking data are being collected (e.g., using CBM)</p> <p>-Process is documented (benchmarking data collected, cut scores, identification of need, intervention materials)</p>		

3	<p>8. Percentages of students at each level (universal, targeted, and intensive) are calculated using data at each benchmark</p> <p>-Process is documented (benchmarking data collected, cut scores, identification of need, intervention materials)</p>		
4	<p>9. Progress monitoring data are collected</p> <p>-Graphs indicating both goal performance and current trend performance over time are included</p>		
5	<p>10. All team members (building administration, faculty/staff, internal/external coaches, parents, etc.) receive comprehensive and ongoing training</p> <p>-Log or sign in sheet is included, indicates role of attendees, all stakeholder groups are represented, and multiple instances of training took place</p>		
1	<p>11. There is documentation of evidence based practices and programs at Tier 1</p> <p>-Tier 1 action plan includes specific curricula/interventions</p>		
2	<p>12. There is documentation of evidence based practices and programs at Tier 2</p> <p>-Instructional planning form is included and specifies aspects of the plan (area of need, roles responsibilities, goals/objectives, time allotment, interventions/strategies, etc.)</p>		
2	<p>13. There is documentation of evidence based practices and programs at Tier 3</p> <p>-Instructional planning form is included and specifies aspects of the plan (area of need, roles responsibilities, goals/objectives, time allotment, interventions/strategies, etc.)</p>		

14. Please include any additional comments you may have about your observations.

ASPIRE PROBLEM SOLVING FIDELITY CHECKLIST SCORING GUIDE

The following scoring guide has been included in order to aid in the determination of the appropriate response for each of the items within the checklist.

ITEM NUMBER 1

Score as NO: -No log or sign in sheet is present. An articulation of need alone is not sufficient.
-Logs or sign in sheets are present but all three stakeholder groups are not documented.

Score as YES: -Logs or sign in sheets are provided and all groups are documented.

ITEM NUMBERS 2 and 3

Score as NO: -Administrator expectations, necessary components for demonstrating commitment and support, and future steps are not delineated in the school improvement plan or action plan.

Score as YES: -Administrator expectations, necessary components for demonstrating commitment and support, and future steps are delineated in the school improvement plan or action plan.

ITEM NUMBER 4

Score as NO: -All four components of the problem solving process are not included.
-The complete process is included in the action plan, but personnel (groups, teams, or individuals) responsible for implementation are not identified.

Score as YES: -The complete process is included in the action plan, and personnel (groups, teams, or individuals) responsible for implementation are identified.

ITEM NUMBERS 5 – 8

Score as NO: -Process is not documented (benchmarking data collected, cut scores, identification of need, intervention materials).

Score as YES: -Process is documented (benchmarking data collected, cut scores, identification of need, intervention materials).

ITEM NUMBER 9

Score as NO: -Graphs indicating both goal performance and current trend performance over time are not included.

Score as YES: -Graphs indicating both goal performance and current trend performance over time are included.

ITEM NUMBER 10

Score as NO: -No log or sign in sheet is included.
-Log or sign in sheet is included but does not indicate role of attendees.
-Log or sign in sheet is included, indicates role of attendees, but all stakeholder groups are not represented.
-Only one instance of training occurred.

Score as YES: -Log or sign in sheet is included, indicates role of attendees, all stakeholder groups are represented, and multiple instances of training took place.

ITEM NUMBER 11

Score as NO: -No Tier 1 action plan is included.
-Action steps are included but do not identify specific Tier 1 curricula/interventions.
-Curricula/interventions do not match identified need.

Score as YES: -Tier 1 action plan includes specific curricula/interventions.

ITEM NUMBERS 12 and 13

Score as NO: -Instructional planning form is not included.
-Instructional planning form is included but lacks complete information.

Score as YES: -Instructional planning form is included and specifies aspects of the plan (area of need, roles responsibilities, goals/objectives, time allotment, interventions/strategies, etc.).