

Project Prepare

Fidelity Checklist: The Zoning Plan

Observer: _____ Date: _____		Comments
<input type="checkbox"/>	Is the zoning plan document dated?	
<input type="checkbox"/>	Has the zoning plan been edited somewhat recently?	
<input type="checkbox"/>	Is there a copy of the zoning plan easily accessible when entering the room?	
<input type="checkbox"/>	Do paraprofessionals have a copy of the schedule?	
<input type="checkbox"/>	Are students and staff in the locations/activities specified on the zoning plan?	
<input type="checkbox"/>	Is there a transition signal (timer or other audible or visual cue) to indicate that it is time to move to a different activity?	
<input type="checkbox"/>	Are these fixed times included? <input type="checkbox"/> General education time <input type="checkbox"/> Related services times <input type="checkbox"/> Staff breaks, lunch & planning <input type="checkbox"/> Personal care plans (toileting, etc.) <input type="checkbox"/> Recess, lunch, activity classes	
<input type="checkbox"/>	Are paraprofessionals spending time with a variety of students throughout the day, even if they are assigned as a 1:1 para?	
<input type="checkbox"/>	Is the classroom team collaborating around reflections regarding what is and is not working and making necessary revisions to the zoning plan?	
<input type="checkbox"/>	Does the zoning plan match each student's IEP minutes for special ed, gen ed and related services times?	
Total steps completed/Total steps		%

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	3	2	1
Potential Rubric	Implemented	Partially Implemented	Not Implemented

<p>TESS Alignments</p> <p>1e: Designing coherent instruction</p> <p>2b: Establishing a culture for learning</p> <p>2c: Managing classroom procedures</p>	<p>High Leverage Practices</p> <p><u>Social/Emotional/Behavioral</u> <i>HLP 7 - Establish a consistent, organized, and respectful learning environment by establishing and explicitly teaching expectations, providing prompting and error correction.</i></p> <p><u>Instruction</u> <i>HLP 15 - Provide scaffolded supports by selecting powerful visual, verbal and written supports; carefully calibrated to student performance and understanding in relation to learning tasks; evaluate their effectiveness and gradually remove them once they are no longer needed.</i></p>
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