

# Project Prepare

## Fidelity Checklist: Classroom Procedures & Routines

Observer: _____ Date: _____		Comments
<input type="checkbox"/>	Is instructional time lost due to lack of established routines and procedures?	
<input type="checkbox"/>	Can you locate the student friendly task analysis posted in the room?	
<input type="checkbox"/>	Do all students know what to do?	
<input type="checkbox"/>	When observing the steps of the routine/procedure does it match the written task analysis?	
<input type="checkbox"/>	Do classroom staff use prompting and scaffolding strategies to support students who need it?	
<input type="checkbox"/>	Are visual prompts being used to avoid repetitive verbal reminders?	
<input type="checkbox"/>	Is reinforcement used? Whole class? Individual student(s)?	
<input type="checkbox"/>	Is data collected regularly on procedures/routines? (recommended frequency: weekly)	
<input type="checkbox"/>	Are decisions and adjustments made based on the data collected? Ex: student data showing lack of growth is provided explicit instruction in skill deficit area	
<input type="checkbox"/>	Are routines implemented consistently so that you see the evolution of the routine over multiple fidelity checks?	
Total steps completed/Total steps		%

	3	2	1
Potential Rubric	Implemented	Partially Implemented	Not Implemented



<b>TESS Alignments</b>	<b>High Leverage Practices</b>
<u>Domain 1: Planning and Preparation</u> 1b: Demonstrating knowledge of students  1e: Designing coherent instruction	<u>Social/Emotional/Behavioral</u> <i>HLP 7</i> - Establish a consistent, organized, and respectful learning environment.  <i>HLP 8</i> - Provide positive & constructive feedback to guide students' learning and behavior.
<u>Domain 2: Classroom Environment</u> 2b: Establishing a culture for learning  2c: Managing classroom procedures	<u>Instruction</u> <i>HLP 15</i> - 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.
<u>Domain 3: Instruction</u> 3a: Communicating with students	<i>HLP 16</i> - Use explicit instruction.