

Project Prepare

Fidelity Checklist: Student Schedules

Observer: _____ Date: _____		Comments
<input type="checkbox"/>	Is an individualized schedule in use for each student? (a variety of student schedule formats, as needed)	
<input type="checkbox"/>	Can each student independently access their schedule?	
<input type="checkbox"/>	Is there a transition signal when it is time to rotate? i.e. timer, transition object, etc.	
<input type="checkbox"/>	When the timer goes off, are students given time to respond before an adult steps in?	
<input type="checkbox"/>	Do the students' visual schedules match the zoning plan?	
<input type="checkbox"/>	Is there evidence that students have been checking their schedules? i.e.: Icons are pulled off down to the current time, checklists have been marked to the current time.	
<input type="checkbox"/>	Review data from task analysis to ensure it is being collected and analyzed regularly.	
<input type="checkbox"/>	Are student schedules utilized in all environments with efforts made to be age respective?	
Total steps completed/Total Steps		%

Potential Rubric	3	2	1
	Implemented	Partially Implemented	Not Implemented

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TESS Alignments	High Leverage Practices
<p><u>Domain 1: Planning and Preparation</u> 1b: Demonstrating knowledge of students 1e: Designing coherent instruction</p> <p><u>Domain 2: Classroom Environment</u> 2b: Establishing a culture for learning 2c: Managing classroom procedures</p>	<p><u>Assessment</u> HLP 6 - Use student assessment data, analyze instructional practices, and make necessary adjustments</p> <p><u>Social/Emotional/Behavioral</u> HLP 7 - Establish a consistent, organized, and respectful learning environment</p> <p><u>Instruction</u> HLP 15 - Provide scaffolded supports HLP 16 - Use explicit instruction</p>