

## *Directions and Operational Definitions for Intervention Fidelity*

### **Descriptive Information**

Complete tutor first and last name, number of students in the group during the observation, and the date.

### **Start Time and End Time**

Enter the start time and end time for each Component of instruction.

### **Implementation**

Rate the extent to which required elements and procedures to meet the objective of the component and the specified lesson objective are carried out in relation to the objective.

Enter N/A if the component is not a required component for the day's lesson.

**3 Excellent implementation** = The teacher completed all or nearly all of the required elements and procedures to meet the objective

**2 Adequate implementation** = The teacher followed most of the required elements and procedures to meet the objective

**1 Weak implementation** = The teacher followed less than half of the required elements and procedures to meet the objective

**Not at all:** The teacher did not complete the required elements and procedures to meet the objective

## Active Engagement

Rate the extent to which students are actively engaged in the learning activity including reading, writing, or discussing a relevant topic. In addition, the teacher involves continually involves students and requires frequent student responses (oral or written, choral, partner, and individual) during the instruction.

**3 Excellent implementation** = Students are on-task and actively engaged (frequent student responses) for all or nearly all of the time devoted to the component.

**2 Adequate implementation** = Students are on-task and actively engaged (frequent student responses) for some of the time devoted to the component. There may be frequent interruptions in the instruction related to management or infrequent student participation.

**1 Weak implementation** = Students are on-task and actively engaged for less than half of the time devoted to the component. Teacher spends most of the instructional time on management issues or engaged in teacher talk.

## Teacher Behaviors

For each teacher behavior check whether the behavior occurred “most of the time”, “some of the time”, “rarely/not at all” or whether the behavior was not applicable “N/A” for the lesson (e.g., all material was review and therefore “Uses modeling during initial instruction” was N/A).

### 1. Teacher monitors ongoing student performance and adjusts pacing.

The teacher (a) checks in with the students during an activity to be sure that they are performing correctly, (b) asks students to demonstrate what they are doing including having students explain the process as they accomplish the task or showing each step to accomplish the task as appropriate, (c) uses modeling during initial instruction, (d) checks initial practice items for correctness and provides immediate feedback, and (f) assists students to perform tasks correctly.

### 2. Teacher redirects off-task behavior as appropriate.

Teacher manages all disruptions quickly and efficiently. The teacher redirects students attention when students are off-task or inattentive. It is clear the teacher has a specific plan for managing off-task behavior (may include ignoring as appropriate).

### 3. Teacher provides positive feedback.

Teacher continually provides encouragement and motivates students. Teacher provides feedback on student successes and maintains a positive and supportive environment.

**4. Teacher communicates expectations by providing clear and explicit indications of goals for assignments/activities.**

Teacher clearly explains the purpose of activities, provides clear directions, and effectively communicates expectations to the students.

**5. Teacher selects practice items/activities to meet lesson objectives.**

Teacher selects items and relevant activities that provide appropriate practice for the lesson objective. Activities ensure students are actively engaged in the content and not in logistical tasks.

### **Quality**

The quality rating is a composite of the teacher behavior ratings and the active engagement ratings. Teachers must have most ratings on the teacher behavior indicators and active engagement to match the quality rating (i.e. If a teacher demonstrates four of the teacher behaviors most of the time (a 3), one teacher behavior some of the time (a 2), and is rated a 3 on active engagement for a particular lesson component, the quality rating for that component would be 3. However, if the behavior/engagement that is rated as a 2 is the most salient or frequently observed behavior for a particular component, the quality rating for that component should be adjusted. Remember to base ratings only on observable behaviors related to the specific component being evaluated.