Name: _____ Observer: _____ Date: _____

Name of practice, strategy, or framework: _____

Component	Start Time	Stop Time	Implementation			Quality (See Guidance for Quality Indicators)		
			Not apparent 0	Somewhat apparent 1	Readily apparent 2	Low 0	Moderate 1	High 2
Element or Step 1								
Element or Step 2								
Element or Step 3								
Element or Step 4								
Element or Step 5								
Element or Step 6								
Element or Step 7								

Guidance for Quality Indicator

These descriptors should be used to help determine the quality rating for each criterion on the Implementation Fidelity Checklist.

0 Low	1 Moderate	2 High
Uses language that is indirect and implicit	Does not always use language that is direct and explicit	Uses language that is direct and explicit
Provides no models or examples	Provides some examples	Models many examples
Provides insufficient opportunities for practice with no variation reflecting an individual student's needs	Provides many opportunities for practice with little variation; practice opportunities do not seem to be based on a student's needs	Provides sufficient and varied opportunities for practice reflecting an individual student's needs
Provides little feedback, feedback that is nonspecific, or no feedback	Provides inconsistent feedback	Provides immediate, corrective, and descriptive feedback
Demonstrates poor use of time; not differentiated or unrelated to students' needs or task difficulty	Uses time and activities appropriately, but not based on students' needs	Adjusts time and activities to meet students' needs
Fails to monitor most activities or monitors few students	Monitors some students or monitors all students for only some activities	Constantly monitors all students' performance
Scaffolds inappropriately or insufficiently	Uses scaffolding inconsistently and does not always tailor to students' needs	Scaffolds tasks and materials to meet all students' needs
Demonstrates poor pacing; either too slow or too fast	Uses inconsistent pacing varying between appropriate at times to "too fast" or "too slow" and provides insufficient wait time	Uses appropriate pacing, including wait time

This form was adapted from Edmonds, M. S., & Briggs, K. L. (2003), and Kamil, M., Borman, G., Dole, J., Kral, C., Salinger, T., & Torgesen, J., et al. (2008), and should not be reproduced without permission.