

# Standards for Judging High-Quality Fidelity of Implementation

**Directions:** Read each of the standards, which have been identified as mechanisms for judging high-quality progress monitoring. The checklist is formatted so that you can indicate current and planned implementation.

- If the practice has been implemented, indicate that with a checkmark .
- If the practice has been implemented, indicate effectiveness: 1 = high quality, 2 = needs refinement, 3 = needs substantial improvement
- If the practice is being developed, rank its priority: 1= highest priority through 3 = lowest priority.

Standard	In place <input checked="" type="checkbox"/>	Effective ness (1/2/3)	Priority (1/2/3)
Specific, qualified staff member(s) are designated to observe instructional methods.			
Staff members are trained in fidelity procedures or protocols.			
To document fidelity of instruction, a teacher who is using a newly learned instructional method is observed bi-weekly, monthly, or as needed.			
Classroom observation data are collected at least three times per year for all tiers to document instruction and the implementation of strategies addressed in professional development activities.			
Observers complete a written checklist comprising the specific critical features of the instructional methods to document degree of fidelity.			
Specific criteria (e.g., percentage of critical features observed) are used to judge methods as having or lacking fidelity.			
Feedback to instructional staff members includes one or more of the following: a scheduled conference, written information about areas of checklist needing improvement, video discussion of exemplary implementation with fidelity, and a plan for improvement.			

Adapted from NRCLD