**School-Based Implementation Fidelity Checklist**

***Instructions:*** This checklist is designed as a format for periodically checking on the fidelity of school- based implementation coaching. This checklist can be used for self-assessment of fidelity as well as observation of fidelity. Fidelity should be monitored “early and often” (Harn, Parisi, and Stoolmiller, 2013). It is recommended that the school-based implementation coach completes the fidelity checklist after each coaching interaction until at least 80% of items are consistently present.

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| --- | --- | --- | --- | --- | --- |
| **Goal Reality Options Way** | **School-based implementation coach:** | **Yes** | **Partially** | **No** | ***If partially or no, please explain.*** |
|  | **Preparation** |
| NA | 1. Clearly states that he/she will keep the coaching conversation confidential and it will not be used for formal performance evaluation. |  |  |  |  |
| R | 2. Asks recipients of coaching to identify the things they felt went well, before providing his/her own observations. |  |  |  |  |
| NA | 3. Quickly establishes or builds on previously established rapport. |  |  |  |  |
|  | **Feedback** |
| R | 4. Provides feedback on observed strengths. |  |  |  |  |
| R | 5. Poses questions for educator reflection on implementation and learner outcomes. |  |  |  |  |
| O | 6. Provides suggestions for changes in practice that are accompanied by rationales for why changes are important and how changes will improve outcomes. |  |  |  |  |
| O | 7. Allows recipients to offer clarification and/or reflect on suggestions. |  |  |  |  |
| R | 8. Describes educator, student, and/or team actions and responses using concrete and specific examples. |  |  |  |  |
| R/O | 9. Addresses areas of needed improvement by providing examples of content/practice in use. |  |  |  |  |
| R | 10. Discusses student data reporting learning occurred while using teaching practice. |  |  |  |  |
| O/W | 11. Guides recipients to identify solutions for problem areas in the form of take-aways or action steps. |  |  |  |  |
|  | **Structure** |
| NA | 12. Paces the conversation allowing time for the coached educator(s) to question and process information. |  |  |  |  |
| NA | 13. Adheres to established plan of coaching (e.g., frequency, schedule, and duration). |  |  |  |  |
| NA | 14. Allows for coaching conversations to occur in a setting preferred by the coached educator. |  |  |  |  |
| **TOTAL** |  |  |  |  |

*Adapted from MO DESE SPDG, 2015*