

Classroom Fidelity Action Plan

Using the following elements of fidelity, you can form a goal plan for your classroom. Please consider the following elements as a guide to start thinking about how to formulate a plan of implementing fidelity in your classroom. Decide where you are on each of the following elements and which aspect you feel the most comfortable working on first. Plan your action steps and goal date.

Element of Fidelity	Action Steps	Goal Date
FIDELITY GOAL SETTING		
To feel comfortable with available tiered interventions in my school		
To attend professional development sessions focused on the scientifically research based curriculum and interventions used in my classroom		
To ensure that I expose the students to the prescribed amount of scientifically research based intervention		
To ensure that I implement all the essential elements as prescribed in the scientifically research based intervention		
To ensure that the students respond to the scientifically research based intervention by progress monitoring on a regular, agreed-upon basis		
To keep the essential elements of the scientifically research based intervention intact without adding additional instruction outside of the intervention		
ADHERENCE		
I know how to use my program materials effectively.		
I make learning objectives evident to students.		

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I know that my learning objectives are met after delivering a lesson.		
EXPOSURE		
I ensure that students are exposed to the length of time needed for the instructional delivery.		
I ensure that students receive instruction as often as needed each week.		
QUALITY OF DELIVERY		
I am adequately prepared to deliver the lesson (background knowledge, appropriate professional development, knowledge of instructional techniques).		
I provide time for my students' questions and constructive feedback on their work.		
I use my knowledge of scientifically research based teaching practices to ensure quality delivery.		
I provide clear, explicit instructions for all students during the instruction.		
I ensure that the pacing and transitions of the lesson are effective and appropriate for the students.		
PROGRAM DIFFERENTIATION		
I understand the specific instructional components of the scientifically research based curriculum and/or intervention.		
I adhere to the instructional components as they were designed.		

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When students might need a new scientifically research based instructional program, I apply a new intervention rather than “mix and match” techniques.		
STUDENT RESPONSIVENESS		
I have a “menu” of scientifically research based motivational techniques to help keep students engaged in the lesson.		
I use student data to know how well students responded to a lesson and adjust my instruction accordingly.		
I am attuned to students’ level of enthusiasm during lessons and adjust instructional techniques when necessary.		

DRAFT