



# Fidelity Implementation Assessment Tool

Date: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

Activities observed: \_\_\_\_\_

Number of children: \_\_\_\_\_ and Adults \_\_\_\_\_ in classroom at time of observation

Individuals interviewed: \_\_\_\_\_

Target Planning and Coaching Behaviors	Done at least twice a week	Done but fewer than twice a week	Not done
1. The teacher plans literacy experiences and activities in advance, preferably with a colleague.			
2. The teacher engages in peer coaching.			
Target Language Behaviors	Done at least once each day	Done but not every day	Not done
1. The teacher plans and does meaningful experiences or activities to encourage all children to talk.			
2. The teacher uses sentences everyday that match the level of understanding of all children.			
3. The teacher allows children time to think and talk about their experiences (a new drawing, etc.).			
4. The teacher talks individually with each and every child, making comments, asking them questions, and/or responding to their ideas and comments.			
5. The teacher takes advantage of opportunities throughout the day to introduce new words and explain their meaning.			
6. The teacher models telling personal stories.			
7. The teacher plans and provides time for all children to have opportunities to retell personal stories.			
8. The teacher assists children when they are telling personal stories by asking questions and giving prompts, if necessary.			

COMMENTS on LANGUAGE STRATEGIES:

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Target Reading Behaviors	Done at least once each day	Done but not every day	Not done
1. The teacher reads books that match children's ages and/or interest levels.			
2. The teacher reads non-fiction books to children (books that describe fact, real-life objects, or real-life events.)			
3. The teacher reads predictable books to children (books that have the same phrase or sentence repeated, such as: "Brown Bear, Brown Bear, what do you see....")			
4. BEFORE the teacher reads aloud a book to children:			
4.1. The teacher reads the title of the story.			
4.2. The teacher reads the author of the story.			
4.3. The teacher reads the illustrator of the story.			
4.4. The teacher asks children to predict what the story is about.			
4.5. The teacher previews the story or tells what the story is about.			
4.6. The teacher plans for and teaches one or two new words in the story using the 5 step method for teaching vocabulary.			
4.7. The teacher connects the story to a real-life experience or event.			
4.8. The teacher suggests a reason for children to listen to the story.			
5. DURING reading of a book?			
5.1. The teacher points to the pictures.			
5.2. The teacher asks children to predict what will happen next.			
5.3. The teacher asks questions about the story.			
5.4. The teacher answers children's questions about the story.			
6. AFTER reading a book:			
6.1. The teacher asks children questions about the story.			
6.2. The teacher has children complete sentences about the story.			
6.3. The teacher talks about the story, relating it to children's experiences.			
7. Book Retelling			
7.1. The teacher models retelling stories from books for children.			
7.2. The teacher plans and set-up props for children (puppets, dress-up clothes, flannel board characters, etc.) to use and practice retelling stories from books the teacher read.			
7.3. The teacher asks children to retell stories from books using props.			
7.4. The teacher asks children to retell stories from books without props.			
7.5. The teacher uses story telling prompts when necessary.			



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Target Reading Behaviors (continued)	Done at least once each day	Done but not every day	Not done
8. The teacher plans and does awareness-of-words activities:			
8.1. The teacher reads aloud nursery rhymes and rhyming books.			
8.2. The teacher has children say and chant nursery rhymes.			
8.3. The teacher describes or names rhyming words for children.			
8.4. The teacher has children fill in words at the end of sentences while reading books, saying nursery rhymes, or singing songs.			
9. The teacher plan and do awareness of parts of words (syllables) activities:			
9.1. The teacher has children clap and chant part of the word or syllable when saying nursery rhymes and singing songs.			
9.2. The teacher segments words for children by saying parts of compound or multi-syllable words and has them blend the parts together (puzzle words).			
10. The teacher plans and does awareness of sounds in words activities:			
10.1. The teacher has children say several words with the same beginning sounds when reading books, saying rhymes, or singing songs.			
10.2. The teacher has children listen for words that begin with the same sound.			

COMMENTS on READING STRATEGIES:

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Target Writing Behaviors	Done at least once each day	Done but not every day	Not done
1. The teacher plan for and display meaningful print in my setting:			
1.1 The teacher has labels with words in large print of children's names on cubbies and coat hooks, on toy bins, etc.			
1.2 The teacher has lists with words in large print. (rules of room, etc.)			
1.3 The teacher has signs with words in large print. (bathroom, blocks)			
1.4 The teacher has charts with words in large print. (daily schedule)			
2. The teacher points to and reads meaningful print aloud to children, in and outside of the room or setting.			
3. The teacher plans for and provides a variety of objects and activities for children to play with to increase their in-hand manipulation skills (smoothly push a lace through a bead).			
4. The teacher plans for and demonstrates to children:			
4.1 How to use in-hand manipulation skills to pick up objects (coins, paper clips) with thumb/index fingers and move objects to palm.			
4.2 How to scribble and make all kinds of lines and circles.			
4.3 How to write letters of the alphabet.			
5. The teacher has an organized writing center for children available with a table and chairs, writing tools (crayons, pens, markers), various types of paper and accessories. (file folders, brief cases, etc.)			
6. The teacher plans for and provides writing props (crayons, pencils, etc.) in a variety of play areas such as the block area, playhouse, discovery table, etc.			
7. The teacher models writing for real reasons ("to do" lists, phone messages) and explain what s/he is doing.			

COMMENTS on WRITING STRATEGIES:

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