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| **Visible Learning** | | | | | |
| Implementation Fidelity Checklist | | | | | |
| **Instructions:** This checklist is designed for frequent checking on the fidelity of implementing Visible Learning. Fidelity should be monitored “early and often” (Harn, Parisi, & Stoolmiller, 2013) especially early in implementation. It is recommended that educators self-monitor their fidelity daily during early implementation. A on-site coach may also observe and use this form to record fidelity. Completed checklists can be discussed during coaching conversations. If the number of 'Yes' items is repeatedly fewer than four(4), then coaching may be beneficial. | | | | | |
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| Date: |  |  |  |  |  |
| **Teacher (I)…** | | **Yes** | **Partially** | **No** | **If partially or no, explain.** |
| 1 | Ensure that my instructional practices and learning behaviors are consistent with mindframes that contribute to positive levels impact on student learning. |  |  |  |  |
| 2 | Implement instructional practices and strategies determined to have “hinge points” of 0 .40 or greater, with fidelity, consitency, frequency, and based on causal data. |  |  |  |  |
| 3 | Ensure all instructional practices and strategies are implemented with fidelity, consistency, frequency and actionable feedback. |  |  |  |  |
| 4 | Have established a classroom learning environment based on effective, interactive student/teacher relationships. |  |  |  |  |
| 5 | Implement instructional practices and behaviors that positively impacts learning for every student. |  |  |  |  |
| 6 | Can provide defensible evidence of positive impacts of the teaching on student learning. |  |  |  |  |
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