Standards Based IEP

Implementation Fidelity Checklist

Instructions: This checklist is designed for frequent checking on the fidelity of implementing standards based IEP. 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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Cr	Educator reates Present levels of Academic Achievement and Functional	Yes	Partially	No	If partially or no, explain.
Cr	reates Present levels of Academic Achievement and Functional				in partially of ho, explain:
1 Pe	erformance (PLAAFP) based on identified student academic and social				
le	earning needs.				
Cr	reates clearly defined standards based IEP goals: who (student name),				
2 be	ehavior (will do what), criterion (to what level or degree), and the				
сс	onditions under which it will be measured.				
2 D	evelops standards based IEP goals that are specifically connected to a				
ر st	tandard's outcome.				
4 Id	dentifies accommodations and/or modifications needed to assist the				
st	tudent's access and progress in the general education curriculum.				
E As	ssesses the student's progress between current functioning and grade-				
le	evel outcomes.				
	Total				

	Educator	Yes	Partially	No	If partially or no, explain.
	Creates Present levels of Academic Achievement and Functional				
1	Performance (PLAAFP) based on identified student academic and social				
	learning needs.				
2	Creates clearly defined standards based IEP goals: who (student name),				
	behavior (will do what), criterion (to what level or degree), and the				
	conditions under which it will be measured.				
3	Develops standards based IEP goals that are specifically connected to a				
	standard's outcome.				
4	Identifies accommodations and/or modifications needed to assist the student's access and progress in the general education curriculum.				
5	Assesses the student's progress between current functioning and grade-				
	level outcomes.				
	Total				

Date	Date:					
	Educator	Yes	Partially	No	If partially or no, explain.	
	Creates Present levels of Academic Achievement and Functional					
1	Performance (PLAAFP) based on identified student academic and social					
	learning needs.					
2	Creates clearly defined standards based IEP goals: who (student name),					
	behavior (will do what), criterion (to what level or degree), and the					
	conditions under which it will be measured.					
3	Develops standards based IEP goals that are specifically connected to a					
	standard's outcome.					
4	Identifies accommodations and/or modifications needed to assist the					
	student's access and progress in the general education curriculum.					
5	Assesses the student's progress between current functioning and grade-					
	level outcomes.					
	Total					

Date	Date:					
	Educators (We)	Yes	Partially	No	If partially or no, explain.	
1	Creates Present levels of Academic Achievement and Functional					
	Performance (PLAAFP) based on identified student academic and social					
	learning needs.					
2	Creates clearly defined standards based IEP goals: who (student name),					
	behavior (will do what), criterion (to what level or degree), and the					
	conditions under which it will be measured.					
3	Develops standards based IEP goals that are specifically connected to a					
	standard's outcome.					
4	Identifies accommodations and/or modifications needed to assist the					
	student's access and progress in the general education curriculum.					
5	Assesses the student's progress between current functioning and grade-					
	level outcomes.					
	Total					



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