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.

Date:

	Educator. . .	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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