**Tier 1 Classroom Fidelity Check List**

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| **Feature** | | **Fidelity Level** | | | |
| **Complete (2 pts)** | | **Partial (1 pt.)** | **Limited (0 pts)** |
| Teacher intentionally greets and interacts positively with each student at the start of instruction. | |  | |  |  |
| Visual cues for the school-wide expectations or core values are posted and used as a reference tool. | |  | |  |  |
| Direct teaching of expected behaviors takes place before new activities or transitions. | |  | |  |  |
| Student behaviors are acknowledged at a 3:1 ratio. | |  | |  |  |
| Individual and Class-wide acknowledgement systems are evident and utilized in the classroom. | |  | |  |  |
| Teacher utilizes instructional procedures to correct behavior violations while maintaining student dignity. | |  | |  |  |
| Teacher maintains a calm, supportive demeanor, tone & word choice when correcting behavior. | |  | |  |  |
| Maximum activity time is limited to student age plus 2 mins (ex. 9 mins for 1st grade). | |  | |  |  |
| Transitions between activities are quick and efficient. | |  | |  |  |
| A consistent attention signal utilized by the teacher and followed by students. | |  | |  |  |
| Lesson materials and activities are prepped and organized. | |  | |  |  |
| Classroom routines are clearly established and evident in practice (i.e.: restroom, accessing supplies, etc.). | |  | |  |  |
| Class-wide engagement is at 80% or above throughout instruction. | |  | |  |  |
| **Points earned** | **Total points possible** | | **Fidelity (%)** | | |
|  |  | |  | | |
| **Observer Feedback** | | | | | |
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The foundation for social, emotional, and behavioral skills starts in the general education classroom. Utilize this fidelity checklist to determine areas of strength or improvement in Tier 1 implementation.