## Informal Fidelity Checklist: Tier 1 Behavior

**Albany City School District**

**School: Grade level:**

**Teacher:**  **Observer:**

**Date:**   **Start Time:**

 **End Time:**

**Comments/Notes**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Behavior** | **Evident** | **Not Evident** | **N/A** |
| **Posted in and Referred to in Classroom** |  |  |  |
| 1. Classroom Behavioral Expectations (Based on Matrix) |  |  |  |
| 2. Classroom Behavioral Expectations (Based on Matrix) are referred to or used as a preset? |  |  |  |
| 3. Hallway Behavioral Expectations  |  |  |  |
| 4. Hallway Behavioral Expectations are referred to or used as a preset? |  |  |  |
| 5. Classroom Routines and Procedures  |  |  |  |
| 6. Classroom Routines and Procedures are referred to or used as a preset? |  |  |  |
| 7. Daily Schedule |  |  |  |
| 8. Daily Schedule are referred to or used as a preset? |  |  |  |
| 9. Voice Level  |  |  |  |
| 10. Voice Level are referred to or used as a preset? |  |  |  |
| **Reinforcers** |  |  |  |
| 11. Are they handed out? |  |  |  |
| 12. Are reinforcers accompanied by a behavioral statement as to why the student has earned the reinforcer? |  |  |  |
| **Re-teaching** |  |  |  |
| 13. Is there evidence of re-teaching on an individual student basis? |  |  |  |
| 14. Is there evidence of re-teaching on a small group basis? |  |  |  |
| 15. Is there evidence of re-teaching on a large group basis? |  |  |  |
| **Engagement** |  |  |  |
| 16. Is there an observed method that teacher uses to check for student engagement? |  |  |  |
| If yes, what was the method? |
| **Caring Relationship Building** |  |  |  |
| 17. Was there evidence of relationship building? |  |  |  |
| If yes, what was observed? |
| **Positives to Negatives** | **Time Tally Taken**: 3 min., 5 min., 10 min., 15 min | # + | # - | Ratio |
| Tally number of positive statements and number of negative statements and create a ratio. **Circle length of time (duration) over which tally was taken.** |  |  |  |

Tally number of N/A marks: \_\_\_\_\_\_ Subtract that number from 17: \_\_\_\_\_\_

This becomes the denominator for calculating evident rate:

Total number of checks marking evident practice/Total number of checks possible after subtracting number of N/A marks

Positives to Negatives Ratio is calculated independently

Revised: 10/2/17