## 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