**Reading Program Specific Tier III Fidelity Checklist**

**Road to the Code**

Instructor: Date/Time:

Observed by:Area of Intervention:

Program/Skill:Number of students in group:

|  |  |  |  |
| --- | --- | --- | --- |
| **Observation Checklist** | **YES** | **NO** | **N/A** |
| *Planning and Setting Up* |  |  |  |
| Session length is appropriate amount of time  |  |  |  |
| Student instructional materials are prepared |  |  |  |
| Student materials are organized and readily available |  |  |  |
| *Implementing the Steps-3 part lessons* |  |  |  |
| **1. Say-it-and-move-it Activity** |  |  |  |
| Teacher models |  |  |  |
| Teacher gives positive feedback |  |  |  |
| Students get individual turns |  |  |  |
| Vary the level of questions to meet the needs of individuals |  |  |  |
| **2. Teach letter names and sounds** |  |  |  |
| Activities to promote learning letter names and sounds are appropriate |  |  |  |
| Past letter names and sounds reviewed |  |  |  |
| **3. Activities to reinforce phonological awareness** |  |  |  |
| Game directions are clear to all students |  |  |  |
| Each student can identify the pictures used in activities |  |  |  |
| Each student has several turns in the game |  |  |  |
| *Monitoring Student Progress* |  |  |  |
| Student progress is appropriately monitored |  |  |  |
| Teacher elicits a high percentage of accurate responses from individuals |  |  |  |
| *Effective Instructional Strategies* |  |  |  |
| Instruction is briskly paced |  |  |  |
| Transitions are quickly made between tasks |  |  |  |

 of  applicable components observed x 100=%fidelity

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

 signature