

Teacher Name: \_\_\_\_\_

**Stage 1 Log**

| COACHING ACTIVITIES   | NOTES |
|---|-------|
| <input type="checkbox"/> Plan – Date: _____<br><input type="checkbox"/> Review goals<br><input type="checkbox"/> Review student data<br><input type="checkbox"/> Choose materials<br><input type="checkbox"/> Plan lessons<br><input type="checkbox"/> Practice<br><input type="checkbox"/> Review criteria for success<br><input type="checkbox"/> Determine coach role<br><input type="checkbox"/> Support – Date: _____<br><input type="checkbox"/> Model<br><input type="checkbox"/> Co-teach<br><input type="checkbox"/> Assist<br><input type="checkbox"/> Reflect – Date: _____<br><input type="checkbox"/> Discuss feedback<br><input type="checkbox"/> Review student data<br><input type="checkbox"/> Problem solve<br><input type="checkbox"/> Set goals<br><input type="checkbox"/> Check-In #1 – Date: _____<br><input type="checkbox"/> Praise<br><input type="checkbox"/> Follow-up feedback<br><input type="checkbox"/> Help or support (e.g., resource)<br><input type="checkbox"/> Check-In #2 – Date: _____<br><input type="checkbox"/> Praise<br><input type="checkbox"/> Follow-up feedback<br><input type="checkbox"/> Help or support (e.g., resource) |       |

| WEEKLY COLLABORATIVE EFFORT RATINGS |  |       |
|-------------------------------------|--|-------|
| STAGE 1 WEEKS                       | RATING   | NOTES |
| Week 1                              | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain) |       |
| Week 2                              | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain) |       |
| Week 3                              | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain) |       |
| Week 4                              | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain) |       |
| Week 5                              | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain) |       |
| Week 6                              | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain) |       |

|  |                                |
|--|--------------------------------|
| <b>AVERAGE COLLABORATIVE EFFORT SCORE:</b> | <b>AVERAGE FIDELITY SCORE:</b> |
|  | <b>DATE:</b>                   |

**Notes:**

# PACT IMPLEMENTATION FIDELITY CHECKLIST

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Average Fidelity: \_\_\_\_\_

Subject: \_\_\_\_\_ Period: \_\_\_\_\_ Coach: \_\_\_\_\_

## PROCEDURAL FIDELITY

Rate the teacher's fidelity of implementation for the following three components on a 4-point scale as outlined in the table below.

| RATING | COMPREHENSION CANOPY<br>(4 TOTAL ELEMENTS) | ESSENTIAL WORDS<br>(7 TOTAL ELEMENTS) | CRITICAL READING OF TEXT<br>(7 TOTAL ELEMENTS) |
|--------|--|---------------------------------------|--|
| 4      | 4 elements                                 | 7 elements                            | 7 elements                                     |
| 3      | 3 elements                                 | 4–6 elements                          | 4–6 elements                                   |
| 2      | 2 elements                                 | 2–3 elements                          | 2–3 elements                                   |
| 1      | 0–1 elements                               | 0–1 elements                          | 0–1 elements                                   |

## COMPREHENSION CANOPY

Check all elements that were observed.

The teacher does the following:

- Introduces the topic of the text
- Provides background information necessary to comprehend the text
- Presents a springboard visual (e.g., video)
- Prompts students to do a turn-and-talk activity

**Fidelity Rating:**                      1                      2                      3                      4

                                                                

**Notes:**

  
  
  
  
  
  
  
  
  
  

This form was adapted from the Collaborative Strategic Reading IVC (Vaughn et al., 2011; Vaughn & Linan-Thompson, 2002). Some items were also adapted from the English-Language Learner Classroom Observation Instrument (Baker, Gersten, Haager, Graves, & Goldberg, 2001), the Classroom Observation Checklist (Stanovich & Jordan, 1998), and Features of Effective Reading Instruction in Special Education (Klingner, Urback, Golos, Brownell, & Menon, 2010).

**ESSENTIAL WORDS**

Check all elements that were observed.

The teacher uses an Essential Word guide to present the following:

- Student-friendly definition
- Visual representation (e.g., image)
- Related words
- Example sentence
- Example
- Nonexample
- Turn-and-talk activity

**Fidelity Rating:**                      1                      2                      3                      4

                                                                

**Notes:**

**CRITICAL READING OF TEXT**

Check all elements that were observed.

The teacher does the following:

- Introduces the text and topic to students
- Presents the culminating question
- Establishes pairs
- Reads Section 1 of the text to students
- Models get the gist with Section 1
- Facilitates students' use of get the gist with partner reading with remaining sections
- Engages students in text-based discussion to answer the culminating question

**Fidelity Rating:**                      1                      2                      3                      4

                                                                

**Notes:**