

Example TIER I-RTI Fidelity Checklist for Instructional Strategies
Willis ISD

STUDENT NAME _____ TEACHER _____

Grade _____ Date & Time _____ Class Size _____

Description of Classroom Lesson Observed:

Check all that apply:

T O		Cooperative Learning	T O		Learning Environment	T O		Student Products	T O		Differentiation	
<input type="checkbox"/>	<input type="checkbox"/>	Small group	<input type="checkbox"/>	<input type="checkbox"/>	Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	Physical representations (Models, books, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	Student Products	
<input type="checkbox"/>	<input type="checkbox"/>	Cooperative Learning Roles	<input type="checkbox"/>	<input type="checkbox"/>	Classroom Organization	<input type="checkbox"/>	<input type="checkbox"/>	Musical representations	<input type="checkbox"/>	<input type="checkbox"/>	Presentation of material	
<input type="checkbox"/>	<input type="checkbox"/>	Variety of Criteria for Grouping	<input type="checkbox"/>	<input type="checkbox"/>	Classroom Workshops (Centers)	<input type="checkbox"/>	<input type="checkbox"/>	Poetry	<input type="checkbox"/>	<input type="checkbox"/>	Use of Manipulatives	
<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Behavior Rules Posted	<input type="checkbox"/>	<input type="checkbox"/>	Dramatic responses (play, role playing, reenactment)	<input type="checkbox"/>	<input type="checkbox"/>	Organization of classroom	
<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Student Objective Posted	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Posters	
<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Reinforcing Effort	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	
<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	
<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	
T O		Learning Styles	T O		Multiple Intelligences	T O		Questioning Strategies	Notes:			
<input type="checkbox"/>	<input type="checkbox"/>	Print-printed or written word	<input type="checkbox"/>	<input type="checkbox"/>	Linguistic intelligence ("word smart")	<input type="checkbox"/>	<input type="checkbox"/>	Implicit vs. Explicit questions	Suggestions:			
<input type="checkbox"/>	<input type="checkbox"/>	Aural-listening	<input type="checkbox"/>	<input type="checkbox"/>	Logical-mathematical Intelligence ("number/reasoning smart")	<input type="checkbox"/>	<input type="checkbox"/>	Higher order vs. Lower order				
<input type="checkbox"/>	<input type="checkbox"/>	Interactive-verbalization	<input type="checkbox"/>	<input type="checkbox"/>	Spatial intelligence ("picture smart")	<input type="checkbox"/>	<input type="checkbox"/>	Analytical				
<input type="checkbox"/>	<input type="checkbox"/>	Visual-seeing visual descriptions such as pictures and graphs	<input type="checkbox"/>	<input type="checkbox"/>	Bodily-Kinesthetic intelligence ("body smart")	<input type="checkbox"/>	<input type="checkbox"/>	Reflective				
<input type="checkbox"/>	<input type="checkbox"/>	Haptic-sense of touch or grasp	<input type="checkbox"/>	<input type="checkbox"/>	Musical intelligence ("music smart")	<input type="checkbox"/>	<input type="checkbox"/>	Summarizing				
<input type="checkbox"/>	<input type="checkbox"/>	Kinesthetic-whole body movement	<input type="checkbox"/>	<input type="checkbox"/>	Interpersonal intelligence ("people smart")	<input type="checkbox"/>	<input type="checkbox"/>	Wait Time				
<input type="checkbox"/>	<input type="checkbox"/>	Olfactory-smell and taste	<input type="checkbox"/>	<input type="checkbox"/>	Intrapersonal intelligence ("self smart")	<input type="checkbox"/>	<input type="checkbox"/>	_____				
<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Naturalist intelligence ("nature smart")	<input type="checkbox"/>	<input type="checkbox"/>	_____				
T O		Research Based Strategies										
<input type="checkbox"/>	<input type="checkbox"/>	Modeling	<input type="checkbox"/>	<input type="checkbox"/>	Pre-teach, model, and use standard terms							
<input type="checkbox"/>	<input type="checkbox"/>	Use of Manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	Peer-tutoring							
<input type="checkbox"/>	<input type="checkbox"/>	Students Illustrate to demonstrate understanding	<input type="checkbox"/>	<input type="checkbox"/>	Peer-Guided Pause							
<input type="checkbox"/>	<input type="checkbox"/>	4-Step Problem solving approach	<input type="checkbox"/>	<input type="checkbox"/>	Timely feedback							
<input type="checkbox"/>	<input type="checkbox"/>	Time-Drills	<input type="checkbox"/>	<input type="checkbox"/>	Graphic organizers							
<input type="checkbox"/>	<input type="checkbox"/>	Student Response Cards	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Instruction							
<input type="checkbox"/>	<input type="checkbox"/>	Class journaling	<input type="checkbox"/>	<input type="checkbox"/>	Homework Planner							
<input type="checkbox"/>	<input type="checkbox"/>	Distributed Practice	<input type="checkbox"/>	<input type="checkbox"/>	Self-monitoring homework chart							
<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Anchor Activity							
<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____							
<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____							

T-Teacher at Pre-conference;

O-Observer during observation