PACT+ Implementation Fidelity Checklist

Teacher ID: _____ Date: _____

Grade: _____ Subject: _____ Period: _____

Length of Audio: _____ Coder: _____

Procedural Fidelity & Quality of Implementation

Comprehension Canopy	Implementation				
	high	mid high	mid low	low	component not required or expected
	4	3	2	1	N
☐ Introduces the unit/accesses students' prior knowledge	☐	☐	☐	☐	☐
☐ Introduces/provides purpose for Springboard	☐	☐	☐	☐	☐
☐ Presents Springboard video or visual	☐	☐	☐	☐	☐
☐ Prompts students for turn-and-talk activity	☐	☐	☐	☐	☐
☐ Presents comprehension question	☐	☐	☐	☐	☐

Notes:

*This form was adapted from the Collaborative Strategic Reading IVC (Vaughn, Klingner, Swanson, Boardman, Roberts, 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) and the Classroom Observation Checklist (Stanovich & Jordan, 1998) and Features of Effective Reading Instruction in Special Education (Klingner, Urback, Golos, Brownell & Menon, 2010).

Essential Words Introductory Routine	Implementation				
	high	mid high	mid low	low	component not required or expected
	4	3	2	1	N
Provides:					
☐ Student-friendly definition	☐	☐	☐	☐	☐
☐ Visual representation	☐	☐	☐	☐	☐
☐ Related words	☐	☐	☐	☐	☐
☐ Example usage	☐	☐	☐	☐	☐
☐ Example and nonexample	☐	☐	☐	☐	☐
☐ Prompt for students to write important information in essential word log	☐	☐	☐	☐	☐
☐ Turn-and-talk activity	☐	☐	☐	☐	☐
Notes:					

Warm-Up	Implementation				
	high	mid high	mid low	low	component not required or expected
	4	3	2	1	N
☐ Focuses on an essential word	☐	☐	☐	☐	☐
☐ Prompts students to complete warm-up activity	☐	☐	☐	☐	☐
☐ Facilitates brief sharing of responses	☐	☐	☐	☐	☐
Notes:					

Critical Reading of Text	Implementation				
	high	mid high	mid low	low	component not required or expected
	4	3	2	1	N
☐ Introduces text to students (preview and purpose for reading)	☐	☐	☐	☐	☐
☐ Uses partner reading	☐	☐	☐	☐	☐
☐ Asks key questions	☐	☐	☐	☐	☐
☐ Asks follow-up questions	☐	☐	☐	☐	☐
☐ Facilitates note-taking in response to questions	☐	☐	☐	☐	☐
☐ Engages students: Group response Think-pair-share	☐	☐	☐	☐	☐
☐ Clarifies vocabulary and/or points out connections to essential words when applicable	☐	☐	☐	☐	☐
☐ Prompts students to write connections to essential words in word logs	☐	☐	☐	☐	☐
Notes:					

Procedural Fidelity & Quality of Implementation					
	Highest Quality		Average		Lowest Quality
	5	4	3	2	1
Teacher's overall teaching ability	☐	☐	☐	☐	☐
Teacher's overall classroom management	☐	☐	☐	☐	☐
Teacher's overall implementation of the PACT intervention	☐	☐	☐	☐	☐