

Use this form to rate teaching fidelity related to adherence/accuracy, quality, and duration for EACH of the 25 lessons. **Use a new form for each lesson.**

Name: _____ Class or Group: _____ Date: _____

I am (circle one): **Clinician/Adult** | **Fidelity Observer** Setting (circle one): **Whole class** | **Specialized group** | **Intensive Small group** | **Individual**

Key Elements: 1) **Prepares** materials, 2) **Structures** implementation, 3) **Facilitates** learning, 4) **Evaluates** (provides feedback)

Content: REQUIRED Superflex Curriculum and Teaching Guide, 2nd edition + Rock Brain storybook
Lesson PowerPoints | Supplemental Teaching Visuals Pack | Downloadable Materials

Lesson # (circle one): 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

ADHERENCE: Clinician/Adult accurately delivers program elements

		Yes	No
PREPARES	Adult gathers needed materials in advance.		
STRUCTURES	Adult introduces lessons and activities in recommended sequence.		
	Adult pauses and/or stops while introducing content from a slide or book. Allows students to answer questions.		
	Adult references PPTs, visuals, or teaching guide for instruction.		
FACILITATES	Adult uses PPTs, visuals, and teaching guide to facilitate discussion and brainstorming (when recommended).		
	Adult facilitates individual, dyad, and group hands-on activities (when recommended).		
EVALUATES	Adult gives constructive feedback to students.		

QUALITY: Clinician/Adult competently administers program elements

	3 (High quality)	2 (Adequate quality)	1 (Poor quality)
PREPARES	Adult prepares by reviewing, downloading, and printing all materials and visuals prior to teaching. Adult gathers extra materials per guide.	Prepares most visuals but stops to gather needed items.	Minimal or no material preparation.
STRUCTURES	Adult introduces all slides in the recommended sequential order.	Introduces slides in order but may skip 1 slide related to lesson extension.	Moves around PPT or skips more than 1 slide per lesson.
	Adult pauses and/or stops when showing visuals from the kit, storybook, or PPTs. Waits for student input.	Pauses and/or stops when showing visuals. Limited time for student input.	Shows visuals without pauses. Does not wait for student input.
	Adult references all prepared visual supports when recommended for the lesson (PPT, Thinksheets, posters, text in guide) during implementation.	References most of the prepared visual supports applicable or recommended for the lesson.	Inconsistent or limited use of visuals recommended in guide.
FACILITATES	Discussions: Adult encourages students to contribute to discussions, brainstorming, and peer sharing. Adult encourages input from several students.	Engages students primarily by calling on or selecting individuals or groups to contribute to discussions or activities.	Skips brainstorming, activities, and/or discussions.
	Hands-on activities (Includes drawing, writing, planning, creating, building, Thinksheets, or games): Adult encourages and provides supports (verbal or visual) to facilitate participation from all students and between students if applicable to lesson (e.g., turn & talk). Allows for different ways of showing participation (e.g., standing, moving).	Adult encourages participation in hands-on activities and facilitates peers working together.	No/limited encouragement or strategies to promote participation.
EVALUATES	Adult consistently uses positive (+) and clear language to encourage learning and participation in activities. 5:1 (+)	Intermittently uses positive (+) and clear language. Comments are 3:1 positive or constructive vs. negative.	Ratio favors corrective or negative comments rather than constructive or positive.

DURATION: Guidelines for minimum exposure based on the setting and student learning style.

	Yes	No
General Education Classroom: MINIMUM 20–30 minutes for each lesson. Expansion activities may add additional time or may be included, depending on the activity. Note: Inclusion students with disabilities may benefit from a short priming session to introduce concept or participate in extension activities outside of the general classroom.		
Specialized Classroom (most students have learning differences and/or challenges): MINIMUM two* 30-45 min sessions for each lesson. *One of the two sessions can be priming or additional extension activities and/or practice.		
Intensive Small Group or Individual Sessions (all students have learning differences difficulties, or disabilities): MINIMUM 45 minutes per lesson plus additional time (30-45 min) for extension activities and/or practice.		

ENGAGEMENT (Not included in fidelity scoring)

3 = two or more examples of student engagement, 2 = one example, 1 = no evidence

	3	2	1
Most students (80%+ of total group) are engaged in lesson (ask questions, brainstorm, and/or turn & talk).			
Most students (80%+) are engaged in hands-on activities (building, creating, writing, or drawing).			

FIDELITY SCORING

Engagement score _____

High Fidelity: Adherence = Yes for all elements; Quality = Score of 3 across all elements; Duration/Exposure = Yes
Adequate Fidelity: Adherence = Yes for 5–6 elements; Quality = Score mostly 2s across elements; Duration/Exposure = Yes
Poor Fidelity: Adherence = Yes for 1–4 elements; Quality = Score mostly 1s across elements; Duration/Exposure = No