



Instructional coaches, literacy leaders, and administrators all perform a multitude of roles and often seamlessly toggle between being a leader, mentor, partner, data manager, and coach. Their time spent with teachers building capacity is the linchpin for increasing teacher performance along with maximizing student growth and success. The Phonics Launch Fidelity Implementation Checklist was created to align with the Phonics Launch framework to provide a communication bridge between teachers, coaches, and administrators. The checklist provides common language and supports the implementation of each step in the Phonics Launch framework.

## INSTRUCTIONS FOR COACHES

The most effective coaches establish positive relationships with teachers and offer support in goal setting, planning, observation, and reflecting. This is known as a coaching cycle and is a flexible framework for organizing the collaborative partnership between a coach and a teacher. The Fidelity Implementation Checklist provides support for an inclusive and impactful coaching cycle at each point before, during, and after a Phonics Launch lesson.

When meeting with teachers **before** a lesson observation or coach-led demonstration of a lesson, coaches can use the Fidelity Implementation Checklist to lay a foundation for communication between the teacher and coach. Often, new teachers, teachers new to a grade level, or interventionists who teach across grade levels can be overwhelmed with the instructional demands of providing small-group lessons for various groups. The breakdown of steps in the Phonics Launch framework allows for a laser-focused approach to coaching. Coaches and teachers can zoom in on a part (step) of the lesson to create a “starting place” to guide teachers to determine their focus. The coach and the teacher can set goals and together plan for a lesson. By isolating a portion of the lesson, novice teachers build confidence in one area before moving on to another step in the framework. This incremental growth will have a lasting impact on their teaching practice and in turn have a positive impact on student growth. When working with veteran teachers, the checklist allows for a bird’s-eye view of the entire lesson framework. We encourage teachers to scan the checklist to determine which step/part(s) they would like to polish. Having open conversations and using common language during a pre-conference maximizes a teacher’s practice and positively impacts student achievement.

Next, the checklist is used **during** a Phonics Launch lesson in the classroom. Depending on the comfort level of the teacher, the coach can either demonstrate or observe the lesson. Coaches and/or teachers use the predetermined section on the checklist. If the coach is in the role of the teacher, they can use a coaching move such as a voice-over to spotlight the planned section of the lesson and provide clarity during the coach’s demonstration. If the teacher is teaching, the coach can take anecdotal notes on the checklist. We recommend the coach directs their attention not only to the teacher but also to how the students respond to the instruction. When observing a veteran teacher, the coach completes all sections of the checklist.

**After** the lesson, the coach should schedule a time with the teacher to debrief. At the debriefing meeting, the coach facilitates a reflective conversation, asking the teacher how they felt the lesson went, how students responded to the lesson, and what parts they feel they may need some coaching on. Coaches can use the checklist to guide the conversation and plan for next steps. Precision and comfort with the expectations and procedures of the lesson framework frees cognitive space and in turn allows for more responsive teaching. The Fidelity Implementation Checklist provides support for coaches and teachers alike, helping to connect them with common language and a common goal: the acceleration of literacy learning and love of reading.

## INSTRUCTIONS FOR ADMINISTRATORS

The Fidelity Implementation Checklist provides a tool for administrators to use during an informal classroom walk-through. It’s important for administrators to communicate with teachers that informal walk-through observations are not intended to be punitive, judgmental, or evaluative. Rather, they are opportunities for an administrator to directly coach and support teachers.

The Fidelity Implementation Checklist orients administrators to the different steps in the Phonics Launch lesson framework. By completing a checklist during an informal walk-through observation, the administrator and teacher will have common ground to hold a post-observation conversation. These conversations are grounded in the practice and therefore become the foundation of positive communication. By using the same form as the instructional coach, there is a continuity of support provided to teachers. Administrators can simply place a check mark in the sections they observe as evident during the period of time they were present. The entire checklist does not have to be completed, but instead the administrator may observe a portion of the lesson and just check the steps they observe. Likewise, the checklist can be used for a more formal comprehensive observation of an entire lesson; in this case, the entire checklist would be used. After the observation session, administrators can meet with instructional coaches to share trends observed, best practices, and opportunities for additional coaching cycles.



Logistics	Evident	Work in Progress	Not Observed	Notes
Group consists of 3–6 students.				
All teacher and student materials for the lesson are accessible.				
Process and procedures for small-group time are clear.				
All steps (1–3) of the lesson were completed.				
Total time does not exceed 15–20 minutes.				

<b>STEP 1 (Days 1 and 2): Learning Letters/Phonemic Awareness</b> <b>1–2 Minutes</b>	Evident	Work in Progress	Not Observed	Notes
<p>At least ONE of the following activities is present (check one). Teacher is correctly facilitating the activity. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying Sounds and Letters</li> <li><input type="checkbox"/> Thumbs Up, Thumbs Down</li> <li><input type="checkbox"/> Sorting Letters</li> <li><input type="checkbox"/> Blending</li> <li><input type="checkbox"/> Segmenting</li> <li><input type="checkbox"/> Adding/Deleting</li> <li><input type="checkbox"/> Substituting</li> </ul>				

<b>STEP 1 (Days 3 and 4): Vocabulary</b> <b>3–4 Minutes</b>	Evident	Work in Progress	Not Observed	Notes
<p>Teacher has students review vocabulary words listed in the back of the book.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Building Vocabulary</li> <li><input type="checkbox"/> Word Detective</li> </ul>				

STEP 2 (Days 1–4): Phonics 2–3 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>At least ONE of the following activities is present (check one). Teacher is correctly facilitating the phonics activity. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Words</li> <li><input type="checkbox"/> Analogy Chart</li> <li><input type="checkbox"/> Breaking Big Words</li> <li><input type="checkbox"/> Make a Big Word</li> <li><input type="checkbox"/> Reading and Writing Words</li> </ul>				

STEP 3 (Days 1 and 2): Applying Phonics 9–11 Minutes	Evident	Work in Progress	Not Observed	Notes
A brief book introduction is provided.				
Students are on task and reading independently.				
Teacher is checking in with each student and providing differentiated corrective feedback.				
Teacher is facilitating an appropriate teaching point as indicated on the lesson card and/or by the needs of the small group (Day 1).				
Teacher is facilitating the discussion as indicated on the lesson card (Day 2).				

STEP 3 (Days 3 and 4): Applying Phonics 9–11 Minutes	Evident	Work in Progress	Not Observed	Notes
Teacher is correctly facilitating dictated sentence(s).				
Teacher is using sound boxes as needed to assist students as they write.				
Teacher is providing support and differentiated corrective feedback to students as they are writing.				
Students are held accountable for correct spelling if words include past or present phonics skills.				