



STEPPING *Together*

SECOND GRADE

FIDELITY IMPLEMENTATION
CHECKLIST INSTRUCTIONS

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 Stepping Together Fidelity Implementation Checklist was created to align with the Stepping Together 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 Stepping Together 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 Stepping Together 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 and teachers new to a grade level can be overwhelmed with the instructional demands of a whole-group lesson. The breakdown of steps in the Stepping Together 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 Stepping Together 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 Stepping Together 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.



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FIDELITY IMPLEMENTATION CHECKLIST

Logistics	Evident	Work in Progress	Not Observed	Notes
Whole class is seated in clear view of the shared reading book and Vowel Poster.				
Teacher uses Lesson Plan Modules.				
Processes and procedures for core instruction time are clear.				
All steps (1-4) of the lesson were completed.				
Total time is approximately 20 minutes.				
Days 1-4				
Step 1 (Days 1-4): Warm Up 1-2 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 activity. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Tongue Twister <input type="checkbox"/> Sing Song <input type="checkbox"/> Read Poem <input type="checkbox"/> Read/Recite Chant 				
Step 2 (Days 1-4): Phonological Awareness Activity 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 activity. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blending <input type="checkbox"/> Segmenting <input type="checkbox"/> Adding/Deleting <input type="checkbox"/> Substituting 				

Step 3 (Days 1-4): Word Study/Phonics 3-5 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"> <input type="checkbox"/> Making Words <input type="checkbox"/> Make a Big Word <input type="checkbox"/> Breaking Words <input type="checkbox"/> Breaking Big Words <input type="checkbox"/> Advanced Breaking Big Words <input type="checkbox"/> Analogy Charts <input type="checkbox"/> Decoding Words in Decodable Text (Day 4) 				
Step 4 (Days 1 and 2): Shared Reading 8-10 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>All procedures should be observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides a brief synopsis and book introduction (Day 1 only). <input type="checkbox"/> Teacher introduces and explains the comprehension focus (Day 1 only). <input type="checkbox"/> Teacher leads a shared reading, using one or more of the appropriate shared reading structures (Echo Reading, Choral Reading, Cloze Reading). <input type="checkbox"/> Teacher pauses at intervals during the reading using the questions and prompts provided to engage students in the comprehension focus and encourage them to share their thinking. <input type="checkbox"/> Teacher facilitates the discussion as indicated on the lesson card. <input type="checkbox"/> Teacher facilitates the teaching point as indicated on the lesson card or based on the needs of the class. 				

Step 4 (Days 3 and 4): Interactive Writing and Cut-Up Sentence 8–10 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>Day 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher teaches the new sight word using the appropriate procedures: Map the Letters and What’s Missing?, Mix and Fix. <input type="checkbox"/> Prompt is displayed for the students to read. <input type="checkbox"/> Teacher reads the prompt aloud and helps students generate ideas and unpack the meaning of the prompt. <input type="checkbox"/> Teacher facilitates creating a plan for the writing. <input type="checkbox"/> Teacher dictates a sentence and students repeat it. <input type="checkbox"/> Teacher selects one student to write a word or sounds on the chart paper, while other students practice on their Word Study Card or dry-erase lapboard. Students may also be writing the whole sentence on their Word Study Card, a piece of paper, in a writing journal, etc. <input type="checkbox"/> Teacher keeps pacing quick by writing the words that are too easy or difficult for students to spell. <input type="checkbox"/> Teacher encourages students to say words slowly and listen to the sounds as they write them. <input type="checkbox"/> Teacher provides support and differentiated prompting to students as they are writing when appropriate. <input type="checkbox"/> Students are held accountable for correct spelling if words include past/present phonics skills/sight words. <input type="checkbox"/> Teacher facilitates the teaching point as indicated on the lesson card or based on the needs of the class. <p>Day 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher teaches the new sight word using the appropriate procedures: Rug Writing, Write and Retrieve. <input type="checkbox"/> Teacher and students reread the prompt. <input type="checkbox"/> Teacher and students review the plan and reread the previously written dictated sentence. <input type="checkbox"/> Students orally rehearse with a partner what they are going to write. <input type="checkbox"/> Students independently write to complete their response to the prompt. <input type="checkbox"/> Teacher provides support and differentiated prompting to students as they are writing when appropriate. <input type="checkbox"/> Students are held accountable for correct spelling if words include past/present phonics skills/sight words. <input type="checkbox"/> Teacher facilitates a teaching point based on the needs of the class. 				

Day 5

Step 1: Warm Up 1-2 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 activity. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Rhyme <input type="checkbox"/> Sing Song <input type="checkbox"/> Read Poem <input type="checkbox"/> Read/Recite Chant 				
Step 2: Reread Shared Reading Books 8-10 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>Teacher selects a section or chapter from the shared reading book to reread together with students for deeper meaning.</p>				
Step 3: Assessment 5-8 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>Teacher conducts a sight word assessment and phonics focus assessments.</p>				