

SECTION 1 • THE TIER 1 CHECKLIST, THREE WAYS

TIER 1 CORE INSTRUCTION CHECKLIST

 CHECKLIST

Sixteen practices across seven categories. Mark each one Y (in place), N (not in place) or NO (not observed today) and write what was actually seen, not a judgment of the person teaching.

CLASSROOM / TEACHER

OBSERVER

DATE _____

LENGTH OF VISIT

#	CATEGORY	PRACTICE	WHAT WAS OBSERVED (TYPE IT)	IN PLACE?
1	Environment	Seating and materials are arranged for the activity in progress		☐ Y ☐ N ☐ NO
2	Environment	Materials are organized and accessible without a long wait		☐ Y ☐ N ☐ NO
3	Environment	Traffic patterns and pathways in the room are clear		☐ Y ☐ N ☐ NO
4	Expectations	Classroom expectations are posted and visible from most seats		☐ Y ☐ N ☐ NO
5	Expectations	Expectations were taught or reviewed at the start of this lesson		☐ Y ☐ N ☐ NO
6	Expectations	Routines and procedures for common tasks are posted		☐ Y ☐ N ☐ NO
7	Instruction	A lesson objective was stated or visible		☐ Y ☐ N ☐ NO
8	Instruction	Directions were clear and included a check for understanding		☐ Y ☐ N ☐ NO
9	Instruction	Transitions were structured with a signal or a routine		☐ Y ☐ N ☐ NO
10	Active supervision	The adult circulated through the room during independent or group work		☐ Y ☐ N ☐ NO
11	Active supervision	The adult visually scanned the whole room at regular points		☐ Y ☐ N ☐ NO
12	Feedback	Behavior-specific praise was used (tallied on page 11)		☐ Y ☐ N ☐ NO
13	Feedback	Corrective feedback, when given, was specific and instructional		☐ Y ☐ N ☐ NO
14	Opportunities to respond	More than one response format was used (tallied on page 11)		☐ Y ☐ N ☐ NO
15	Systems	A classroom-wide reinforcement system was visible or referenced		☐ Y ☐ N ☐ NO
16	Systems	Consequences, where observed, were applied the same way across students		☐ Y ☐ N ☐ NO

FIDELITY, NOT A JUDGMENT

FIDELITY, NOT A JUDGMENT

This page measures whether sixteen named Tier 1 practices were observed, not whether the adult teaching the class is doing a good job. Mark **NO** for anything not observed during this visit rather than guessing; a row marked NO is missing data, not a finding.

MTSS Tier 1 Core Instruction Quality and Classroom Engagement Checklist

Page 7 of 21

✦ BRIGHT PATH SPED

SCAN THE ROOM

Engagement Scan – Five-Minute Snapshot

TIER 1 CORE INSTRUCTION CHECKLIST

for five minutes. In each area, write how many students look engaged over how many are

OBSERVER

DATE _____

ACTIVITY DURING THE SCAN

[illegible]TOTAL STUDENTS PRESENT, ALL
SCANS

ENGAGEMENT PERCENT

s who look
nding to the
in that area
add every cell
es not add

WHAT "ENGAGED" MEANS FOR THIS SCAN

- ☐ Eyes or attention on the task, the teacher, or the material in front of them.
- ☐ Materials out and in use, or actively waiting for the next direction.
- ☐ Talking WITH a partner or group about the task counts as engaged; talking about something else does not.
- ☐ A quiet student who is not visibly doing anything related to the task is marked not engaged, even if they are not disruptive — this scan counts activity, not behavior problems.

ment Checklist

Page 12 of 21

→ BRIGHT PATH SPEED

* BRIGHT PATH SPED



CONTENTS

What Is Inside, and Where

21 pages: three sections, a worked example and a set of binder tabs. No page here sets a score for a teacher, a threshold for a referral, or a reason a behavior happens; every one of those is your team's own decision.

Before you begin

PAGES 4–5



**Start Here —
Three Steps**
START HERE

4



**Binder Cover and
Divider Tabs**
SETUP

5

01 The Tier 1 Checklist, Three Ways

PAGES 7–9



**Tier 1 Core
Instruction Fidelity
Checklist**
CHECKLIST

7



**Quick Tier 1
Walkthrough —
Five-Minute
Snapshot**
CHECKLIST

8



**General Education
Teacher Self-
Checklist**
CHECKLIST

9

02 Count and Scan the Room

PAGES 11–12



**Active
Supervision,
Praise and OTR
Tally**
LOG

11



**Classroom
Engagement Scan
— Five-Minute
Snapshot**
LOG

12

03 Track, Summarize and Coach

PAGES 14–19



**Weekly Fidelity
Log**
LOG

14



**Baseline and
Current
Comparison**
TRACKER

15



**Tier 1 Data
Summary**
REPORTING

16



**Coaching
Conversation and
Meeting Summary**
NOTES

17



**Principal / Coach
Observation Notes**
NOTES

18



**Coaching
Feedback Phrase
Bank**
REFERENCE

19

Worked example

PAGE 20



**A Walkthrough,
Filled In —
Invented
Classroom**
EXAMPLE

20

THREE WAYS TO USE THIS FILE

A single drop-in

The quick checklist (page 8) and the tally (page 11), start to finish.

A planned walkthrough cycle

Full checklist, scan, weekly log and summary (pages 7, 12, 14, 16) across a term.

A coaching conversation

Coaching summary, notes and phrase bank (pages 17–19), built from whichever data page you already filled.



START HERE

Start Here — Three Steps

Ninety seconds of reading. Set the folder up once; each walkthrough after that is a few minutes with a pen or a keyboard.



1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Print the binder cover and divider tabs (page 5) once at the start of the term and set up a folder or binder per classroom or per cycle.



2

Walk the room

Use the full checklist (page 7) for a planned visit, the quick version (page 8) for a drop-in, or hand the teacher the self-checklist (page 9) to complete on their own.

Add the tally (page 11) and the engagement scan (page 12) when the visit is long enough to count as well as look.



3

Roll up and share

Log the visit on the weekly log (page 14) the same day, and update the data summary (page 16) once a cycle.

The coaching summary (page 17) and phrase bank (page 19) turn the numbers into a conversation, ready to send or bring to the meeting.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate a fidelity percent or an engagement rate for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A checklist row records whether a practice was observed, not whether the adult teaching is good at their job. No page here scores a teacher, sets a passing fidelity percent, or states what should trigger a Tier 2 referral — your team writes its own criteria for that, on its own paperwork.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a table holds. Print the sheet twice and number the pages; the weekly log (page 14) only needs the summary line.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY

A filled checklist describes a classroom, not a specific student, but a completed sheet is still a working document about a colleague's room. Share it the way your school shares any coaching or observation note — with the teacher first, and through whatever process your school already uses.



CHECKLIST

Tier 1 Core Instruction Fidelity Checklist

Sixteen practices across seven categories. Mark each one Y (in place), N (not in place) or NO (not observed today) and write what was actually seen, not a judgment of the person teaching.

CLASSROOM / TEACHER

OBSERVER

DATE

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LOG

Classroom Engagement Scan — Five-Minute Snapshot

Scan the room once a minute for five minutes. In each area, write how many students look engaged over how many are there.

CLASSROOM / TEACHER OBSERVER DATE ACTIVITY DURING THE SCAN

CLASSROOM AREA	SCAN 1	SCAN 2	SCAN 3	SCAN 4	SCAN 5
Whole-group / carpet area					
Small-group table					
Independent seats					
Centers / stations					

TOTAL STUDENTS ENGAGED, ALL SCANS TOTAL STUDENTS PRESENT, ALL SCANS ENGAGEMENT PERCENT

ENGAGED / PRESENT, IN EACH CELL

Write each cell as a count of students who look engaged (on task, materials out, attending to the activity) over the number of students in that area at that scan — for example “9 / 10.” Add every cell for the two totals above; this page does not add them for you.

WHAT “ENGAGED” MEANS FOR THIS SCAN

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- ☐ Talking WITH a partner or group about the task counts as engaged; talking about something else does not.
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REPORTING

Tier 1 Data Summary

Every walkthrough from this cycle on one page, so the team reads a trend instead of a stack of individual sheets.

BUILDING	SCHOOL YEAR	CYCLE	SUMMARY PREPARED BY
WALKTHROUGHS COMPLETED THIS CYCLE	AVERAGE FIDELITY SCORE	AVERAGE ENGAGEMENT PERCENT	CLASSROOMS COVERED

#	CLASSROOM	WALKTHROUGHS	AVG. FIDELITY	AVG. ENGAGEMENT	TREND
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

PATTERNS NOTICED ACROSS WALKTHROUGHS

QUESTIONS FOR THE TEAM BEFORE THE NEXT MEETING

 **NOTES**

Coaching Conversation and Meeting Summary

Ready to send after a walkthrough or a coaching conversation. No jargon, no scores — the checklist and tally already have those.

TEACHER

COACH / OBSERVER

DATE

WHAT I SAW THAT MATCHED THE PRACTICES WE ARE BUILDING

In plain, observable words — no scores.

ONE STRENGTH TO NAME

ONE GROWTH AREA, FRAMED AS A NEXT STEP (NOT A JUDGMENT)

AGREED NEXT STEP

#	ACTION	WHO	BY WHEN
1			
2			
3			

WHAT THE TEACHER WOULD LIKE THE COACH TO KNOW

DATA REFERENCED (PAGE NUMBERS)

FOLLOW-UP OBSERVATION DATE

EXAMPLE

A Walkthrough, Filled In — Invented Classroom

 SAMPLE · INVENTED STUDENT

Ms. Alvarez and Room 14 are invented, and so is every mark and count on this page. Every number can be re-counted from the row above it.

Ms. Alvarez, Room 14 (invented example, not a real classroom or teacher). Current walkthrough: 10/6. Baseline walkthrough: 9/15, same instruments.

CHECKLIST (PAGE 7): 12 OF 16 PRACTICES IN PLACE (75%)

Four items marked N: a lesson objective (instruction), posted routines (expectations), and both systems items. Environment, active supervision, feedback and opportunities-to-respond were fully in place; expectations and instruction each had one N; systems had neither item in place.

TALLY (PAGE 11): 8-MINUTE WINDOW

	COUNT	WINDOW (MIN)	RATE / MIN
Supervision moves	9	8	1.1
Praise statements	6	8	0.8
OTRs	14	8	1.8

ENGAGEMENT SCAN (PAGE 12)

AREA	ENGAGED / PRESENT (SUM OF 5 SCANS)
Whole-group / carpet area	45 / 50
Small-group table	23 / 25
Independent seats	27 / 30
Centers / stations	14 / 15
All areas	109 / 120 = 91%

BASELINE AND CURRENT COMPARISON (PAGE 15)

METRIC	BASELINE 9/15	CURRENT 10/6
Fidelity checklist	8 of 16 (50%)	12 of 16 (75%)
Engagement	78%	91%
Supervision / min	0.5	1.1
Praise / min	0.2	0.8
OTR / min	1.0	1.8

HOW THIS BECOMES THE WEEKLY LOG AND SUMMARY (PAGES 14 AND 16)

This single visit becomes one row on the weekly log: 10/6, J. Kim (invented), Full Checklist, 12 of 16 (75%), 91% engagement. Once a few more visits are logged for Room 14, the data summary averages the fidelity and engagement columns across every logged visit for that classroom — this page only shows how one visit's numbers are built, not the average across a cycle.

HOW EVERY NUMBER ABOVE CHECKS OUT

- ☐ Supervision $9 \div 8 \text{ minutes} = 1.1 \text{ per minute}$; praise $6 \div 8 = 0.8$; OTR $14 \div 8 = 1.8$.
- ☐ Checklist: 12 of 16 = 75 percent, rounded to the nearest whole number.
- ☐ Engagement scan: 109 engaged students summed across every zone and scan, over 120 present the same way, = 91 percent.
- ☐ Baseline checklist 8 of 16 = 50 percent; baseline engagement $94 \div 120 = 78 \text{ percent}$.
- ☐ Every count above can be re-added from the filled rows and cells on the pages named next to it — nothing on this page is typed twice without a page to check it against.