

Para-Led Small Group Fidelity

SECTION 2 · OBSERVE AND COLLECT DATA PARA GROUP FIDELITY LOG

DATA Full Lesson Fidelity Observation

Every step from the lesson plan (page 9), in order, marked Yes, Partial or No. A tally at the foot, never a formula: the percent is worked out by hand, the same way every time.

PARAPROFESSIONAL OBSERVER / SUPERVISOR DATE GROUP / SKILL AREA

LESSON STEPS

STEP # (FROM THE PLAN)	LESSON STEP, AS WRITTEN ON THE PLAN	Y / P / N	NOTE
1			
2			
3			
4			
5			
6			

MATERIALS AND TIMING

	MATERIALS AND TIMING, AS WRITTEN ON THE PLAN	Y / P / N	NOTE
1	Materials, as written on the plan (row 1)		
2	Materials, as written on the plan (row 2)		
3	Lesson started within the scheduled window		
4	Lesson ran within the planned length (not more than a few minutes over or under)		
5	Each part of the lesson got roughly the planned amount of time		

	Y COUNT	P COUNT	N COUNT	TOTAL ITEMS	FIDELITY % (BY HAND)

WORKING OUT THE PERCENT, BY HAND

Fidelity % = $(Y + P) \div \text{total items} \times 100$, rounded to the nearest whole number, from every Y/P/N above. No formula field on purpose: the count is worked out the same way every time, by a person, not a hidden calculation.

Engagement Tally PARA GROUP FIDELITY LOG

Observer-student rating: how many of the students in the group were on-task at each check, out of the total.

OBSERVER DATE STUDENTS IN GROUP (TOTAL)

MIN 5	MIN 10	MIN 15	MIN 20	MIN 25	MIN 30

TOTAL POSSIBLE (ADD THE BOTTOM ROW) PERCENT ENGAGED (TOP ÷ BOTTOM × 100)

Speaker, attempting the task, or responding when asked -- a headcount, not a guess at attention. If a student is out of the room for a whole check (bathroom, a phone call, etc.), mark them in that check's total.

ADDITIONAL CHECKS (OPTIONAL, ONE LINE PER DAY THIS GROUP MEETS)

PERCENT	NOTES

PER-STUDENT RATING

Running the lesson, and two different observers reading the same lesson plan, often than they agree on a rating. If one student needs a closer look, use the behavior check (page 14), not on this page.

Page 11 of 24 + BRIGHT PATH SPED

Paraprofessional Small Group Instruction Fidelity

Page 13 of 24 + BRIGHT PATH SPED

CONTENTS

What Is Inside, and Where

24 pages: three sections, a binder-ready organizer and a worked example. Nothing here decides what the lesson plan's steps are or what a behavior plan says; those are written in from your own practice or the plan on file.

Before You Begin

PAGES 4–5



Start Here — Three Steps
START HERE

4



Binder Cover and Divider Tabs
SETUP

5

01 Set Up the Fidelity File

PAGES 7–9



Fidelity Codes and Definitions
SETUP

7



Small-Group Roster and Schedule
ROSTER

8



Lesson Plan and Materials Checklist
CHECKLIST

9

02 Observe and Collect Data

PAGES 11–16



Full Lesson Fidelity Observation
DATA

11



Quick Spot-Check Fidelity Form
DATA

12



Student Engagement Tally
DATA

13



Behavior Management Check
DATA

14



Student Response Accuracy Log
DATA

15



Para Self-Reflection Checklist
CHECKLIST

16

03 Roll Up, Coach and Report

PAGES 18–23



Monthly Fidelity Percentage Summary
TRACKER

18



Fidelity Progress Graph
TRACKER

19



Para Strengths, Growth Areas and Coaching Notes
NOTES

20



Coaching Conversation Summary
NOTES

21



Observable Language Starters
REFERENCE

22



A Lesson Observation, Filled In
EXAMPLE

23

A QUICK KEY TO THE TAGS ON THIS PAGE

Setup — done once per group, before the first observation.

Data — filled in during or right after a lesson.

Checklist — a self-check or a plan checklist, not a score.

Tracker — where numbers get rolled up over time.

Notes — free-form, dated, for the record.

Reference — language starters, not a form to fill in.

Start Here — Three Steps

Ninety seconds of reading. Set the plan up once per lesson series; the observation itself moves faster with a pen.



1

Set up once per lesson series

Write the lesson plan and materials list (page 9) with the para before the first observation, and the codes and roster (pages 7–8) once per group.

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.



2

Observe and collect data every cycle

Use the full observation (page 11) on a schedule, the spot check (page 12) in between, and hand the para the self-reflection page (page 16) after their own lesson.

Tally engagement (page 13), the behavior check (page 14) and accuracy (page 15) the same day, while the lesson is fresh.



3

Roll up and coach

Copy the observation's percent onto the monthly summary (page 18) and plot the graph (page 19) once a month.

The coaching conversation page (page 21) is ready to fill out as soon as an observation is scored - no separate write-up.

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. Print it and it works the same way on paper.

WHAT THIS FILE IS NOT

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

WHAT THIS IS NOT THE SAME AS

Not **Paraprofessional Training and Delegation Checklists** — that file is the first-week training. Not **Paraprofessional Daily Data Sheets** — that file is the ongoing per-student data layer. Not **Paraprofessional Schedule and Zone Plan** — that file is the caseload logistics.

This file answers one question: was the small-group lesson delivered the way the plan on file said it would be, and if not, what does the para need next.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a legal or clinical assertion, and not a training program. Nothing here says what the lesson plan's steps should be, what a behavior plan says to do, or what counts as an acceptable score; you write those in from the plan already on file. The pages only make sure delivery, engagement and results get written down the same way every time.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled-in observation is a student and a staff record. It stays in the supervisor's or coach's own folder, never on a table in a hallway, never photographed, never in a group text. Use initials on any sheet that leaves your hands; the coaching conversation page is written for the para's own file, not for wider circulation.

DATA

Full Lesson Fidelity Observation

Every step from the lesson plan (page 9), in order, marked Yes, Partial or No. A tally at the foot, never a formula: the percent is worked out by hand, the same way every time.

PARAPROFESSIONAL

OBSERVER / SUPERVISOR

DATE

GROUP / SKILL AREA

LESSON STEPS

STEP # # (FROM THE PLAN)	LESSON STEP, AS WRITTEN ON THE PLAN	Y / P / N	NOTE
1			
2			
3			
4			
5			
6			

MATERIALS AND TIMING

#	MATERIALS AND TIMING, AS WRITTEN ON THE PLAN	Y / P / N	NOTE
1	Materials, as written on the plan (row 1)		
2	Materials, as written on the plan (row 2)		
3	Lesson started within the scheduled window		
4	Lesson ran within the planned length (not more than a few minutes over or under)		
5	Each part of the lesson got roughly the planned amount of time		

	Y COUNT	P COUNT	N COUNT	TOTAL ITEMS	FIDELITY % (BY HAND)

WORKING OUT THE PERCENT, BY HAND

Fidelity % = (Y + P) ÷ total items × 100, rounded to the nearest whole number, from every Y/P/N above. No formula field on purpose: the count is worked out the same way every time, by a person, not a hidden calculation.

DATA

Student Engagement Tally

A simple headcount, not a per-student rating: how many of the students in the group were on-task at each check, out of how many were there.

PARAPROFESSIONAL OBSERVER DATE STUDENTS IN GROUP (TOTAL)

CHECK	MIN 5	MIN 10	MIN 15	MIN 20	MIN 25	MIN 30
Students on-task (count)						
Students present at that check						

TOTAL ON-TASK COUNT (ADD THE TOP ROW) TOTAL POSSIBLE (ADD THE BOTTOM ROW) PERCENT ENGAGED (TOP ÷ BOTTOM × 100)

WHAT COUNTS AS ON-TASK

Looking at the materials or the speaker, attempting the task, or responding when asked -- a headcount, not a per-student rating and not a guess at attention. If a student is out of the room for a whole check (bathroom, a scheduled break), do not count them in that check's total.

WEEKLY ENGAGEMENT AT A GLANCE (OPTIONAL, ONE LINE PER DAY THIS GROUP MEETS)

#	DAY	AVERAGE ENGAGEMENT % THIS SESSION	NOTES
1	Mon		
2	Tue		
3	Wed		
4	Thu		
5	Fri		

WHY A SIMPLE HEADCOUNT, AND NOT A PER-STUDENT RATING

A count is fast enough to do while also running the lesson, and two different observers reading the same room tend to agree on a count far more often than they agree on a rating. If one student needs a closer look, that belongs on the accuracy log (page 15) or the behavior check (page 14), not on this page.

 TRACKER

Monthly Fidelity Percentage Summary

One row per observation. Count Yes, Partial and No from the full fidelity form, divide, and the trend across a month is what the team reviews.

PARAPROFESSIONAL

MONTH

GROUP / SKILL AREA

REVIEWER

#	DATE	FORM USED	Y	P	N	TOTAL ITEMS	FIDELITY %	NOTE
1								
2								
3								
4								
5								
6								
7								
8								

ROLLING THE MONTH UP

Copy the totals from each full observation (page 11) onto one row here. Average the fidelity % column for the month’s overall number. A month below the team’s own target is the trigger for the coaching conversation (page 21), not a surprise saved for a formal review.

QUARTER AND YEAR AT A GLANCE

QUARTER 1 AVERAGE %

QUARTER 2 AVERAGE %

QUARTER 3 AVERAGE %

Carry each quarter’s average onto the progress graph (page 19) so the year’s trend is one picture, not nine separate rows.

MONTHLY SIGN-OFF

SUPERVISOR / COACH SIGNATURE / DATE

SHARED WITH PARA (DATE)

 **NOTES**

Coaching Conversation Summary

A short, ready-to-fill summary of a coaching conversation -- what was seen, what is working, and what to focus on next.

PARAPROFESSIONAL	DATE	SUPERVISOR / COACH
.....		

WHAT WAS OBSERVED
.....
.....
.....
.....
.....
.....
.....

STRENGTHS DISCUSSED
.....
.....
.....
.....
.....
.....

ONE FOCUS AREA FOR THE NEXT OBSERVATION
.....
.....
.....
.....
.....
.....

AGREED NEXT STEP (A RESOURCE, A PRACTICE RUN, A SCHEDULE CHANGE)
.....
.....
.....
.....
.....
.....

PARA SIGNATURE / DATE, IF YOUR SCHOOL ASKS FOR IT	FOLLOW-UP OBSERVATION DATE
.....	

EXAMPLE

A Lesson Observation, Filled In

SAMPLE • INVENTED STUDENT

Mr. Diaz and his reading group are invented, and so is every mark on this page. Every number in the tallies can be re-counted from the rows above it.

Mr. Diaz (invented) leads a four-student small reading group; A.T., J.R., A.K. and S.L. (invented, initials only) practice blending three-sound words. Ms. Whitfield (invented, supervisor) observed on 10/20; the tables below condense the full forms on the pages named.

FULL OBSERVATION (PAGE 11) — 10/20 (INVENTED)

#	#	LESSON STEP, AS WRITTEN ON THE PLAN	Y/P/N
1	1	Materials ready before students arrived	Y
2	2	Reviewed the previous session's skill	Y
3	3	Modeled today's skill for the group	P
4	4	Guided practice with feedback	Y
5	5	Independent practice for each student	Y
6	6	Checked for understanding partway through	N

All 2 materials Y. Timing: start Y, length P (ran 6 min long), pacing N (independent practice cut short to make up time).

Y	P	N	TOTAL	FIDELITY %
7	2	2	11	82%

$(7 Y + 2 P) \div 11 \text{ items} \times 100 = 82\%$.

BEHAVIOR CHECK (PAGE 14) — SAME SESSION

#	BEHAVIOR-MANAGEMENT ITEM	Y/P/N
1	Redirected off-task behavior when it occurred	Y
2	Reinforced on-task behavior during the lesson	P
3	Followed the behavior plan on file for J.R.	Y
4	Kept redirections brief	Y
5	Managed the group without long instructional stops	N

Independent practice was cut short to redirect twice, which is why pacing above was N.

$(3 Y + 1 P) \div 5 \text{ items} \times 100 = 80\%$.

ENGAGEMENT (PAGE 13) — 4 STUDENTS

CHECK	M5	M10	M15	M20	M25	M30
On-task	4	3	4	3	4	4
Present	4	4	4	4	4	4

$22 \text{ on-task} \div 24 \text{ possible} \times 100 = 92\% \text{ average.}$

ACCURACY (PAGE 15) — BLEND A 3-SOUND WORD

#	STUDENT	MET / OPP.	%
1	T.M.	9/10	90%
2	J.R.	7/10	70%
3	A.K.	10/10	100%
4	S.L.	6/10	60%

Class total: $32 \text{ of } 40 = 80\%$. J.R. missed the medial sound on 3 of 10.

MONTHLY ROLL-UP (PAGE 18) AND WHY THIS IS ENOUGH

#	OBSERVATION DATE	FIDELITY %
1	10/6	86%
2	10/13	90%
3	10/20	82%

Average: $(86 + 90 + 82) \div 3 = 86\%$. Independent practice cut short shows up twice above (timing and behavior) — a schedule squeeze worth fixing, not a bad day.