

Fidelity of Daily Implementation Form

Project GOAL Fidelity Cover Page

TIME OF OBSERVATION ____ hours ____ minutes **FIDELITY SCORE** ____/36

Attach the previous Student Progress Check weekly/cycle sheet with the respective Daily Monitor Log of Interventions and Field Notes forms.

IA. Adherence of Checking Student Data

1. Advisor checked student data to determine status for all students (weekly progress check)
__ yes __ no
2. Advisor planned targeted interventions that address each risk area for all intensive intervention and basic intervention students __ yes __ no

ADHERENCE OF CHECKING: FIDELITY SCORE ____/2

IB. Adherence of Connecting

1. Advisor mapped a plan to implement the targeted interventions—minimum of one per period (daily plan) __ yes __ no
2. Advisor implemented the daily plan or diverged for valid reasons (daily plan)
__ yes __ no
3. Advisor logged the intervention components/dosage students received (daily field notes)
__ yes __ no

ADHERENCE OF CONNECTING: FIDELITY SCORE ____/3

II. Implementation Quality of Project GOAL: Overall Scores

1. Advisor's performance indicator implementation quality ____/24
2. Advisor's global observation implementation quality ____/7

IMPLEMENTATION QUALITY OF CONNECTING: FIDELITY SCORE ____/31

Measure the following prior to the fidelity observation to determine whether students are receiving the expected dosage to date or per identified timelines (i.e., semester, cycle, month, week). Or measure the following at the end of the year to determine the amount of intervention students have received.

III. Exposure/Dosage

- Connect commitment
- Connect conversation
- Home connection
- College and career exploration
- GOAL session
- Motivation

EXPOSURE/DOSAGE OF PROJECT GOAL: FIDELITY SCORE ____/XX

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Descriptive Information					
Date:	Advisor:	Site:			
Weekday:	Observer:	District:			
Period(s):	Length of observation:	Observation round:			
Performance Indicators					
Implementation of Project GOAL		Implementation Quality			
Seeking information (checking, connecting, home connection)		4	3	2	1
<ul style="list-style-type: none"> Information is actively sought from teachers, staff members, parents, and/or students to enhance interpretation of student data. Definition: Discussing student issues, asking questions, listening, collaborating on student issues, and investigating to determine underlying student issues Example: Talking with a student, parent, or staff member regarding students' attendance, behavior, and grades 		Notes			
Connecting (commitment)		4	3	2	1
<ul style="list-style-type: none"> Interactions are personalized and informed. Definition: Talking with a student before, during, and after classes, observing a student in and outside of the classroom, and demonstrating knowledge of a student's current attendance, tardies, referrals, and suspensions to inform and personalize the student connection Example: Saying "Good morning; it's nice to see you today" to a student in the hallway 		Notes			
Connecting (conversations)		4	3	2	1
<ul style="list-style-type: none"> Conversations are targeted and individualized. Definition: Engaging in a targeted, directed conversation that typically concludes with specific next steps for a student to follow, which may include problem solving of academic or behavioral issues, discussing a student's personal concerns, or providing instructional support Example: Strategizing with a student to arrive to school on time or to attend tutorials for a failing class 		Notes			

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Maintaining relationships (connecting, home connections)		4	3	2	1			
<ul style="list-style-type: none"> Relationships are positive and professional. Definition: Establishing and continuing positive and professional relationships with students, parents, and staff members to achieve the students' goals and overall success Example: Modeling appropriate interaction by demonstrating how to ask a teacher for help 		<i>Notes</i>						
Providing reinforcements (motivation)		4	3	2	1			
<ul style="list-style-type: none"> Reinforcements and incentives are positive. Definition: Recognizing a student for responding in an acceptable, expected way or acknowledging a student's small or large accomplishment by providing a verbal or tangible reward to encourage good decision making Example: Awarding a student a PEEPS point for assisting a peer with meeting a goal or awarding a student a pencil for raising a test grade in algebra 		<i>Notes</i>						
Problem solving (checking, connecting, home connection, college and career exploration)		4	3	2	1			
<ul style="list-style-type: none"> Problem solving directly supports a student's academic, behavioral, and personal success. Definition: Discussing student issues and problem solving for student needs and concerns, including modeling how to advocate for one's own success Example: Modeling how a student could problem solve with a teacher on how to raise a grade 		<i>Notes</i>						
Global Observation								
Global Implementation of Project GOAL		High Quality		Low Quality				
Overall, this advisor's implementation is:		7	6	5	4	3	2	1
<i>Notes</i>								

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Directions and Operational Definitions for Daily Fidelity

- Review the weekly progress check to measure whether the advisor checked the student data to determine the risk status for ALL students on his or her caseload.
- Review the weekly progress check to measure whether the advisor planned targeted interventions for all intensive intervention and basic intervention students.
- Complete the available information in the Descriptive Information section of the Implementation Quality of Connecting fidelity measure (e.g., date, advisor's first and last name, school site).
- Review the daily plan to measure whether the advisor mapped a plan to implement the targeted interventions.
- Make available the weekly progress check with the respective daily field notes and the daily plan.
- Measure whether the advisor implemented the daily plan or diverged from the plan for valid reasons.
- Review the daily field notes to measure whether the advisor logged the intervention components and dosage students received.
- Based on the full-day observation of implementing Project GOAL, measure the overall quality of each of the six performance indicators on the Implementation Quality of Connecting fidelity measure (see the Performance Indicator Implementation Quality table below).
- Based on the full-day observation of implementing Project GOAL, measure the global quality of the advisor's Implementation Quality of Connecting fidelity measure (see the Global Observation Implementation Quality table below).
- Complete the Cover Page and the remaining information in the Descriptive Information section (e.g., length of observation, periods).

Performance Indicator Implementation Quality

Rate the extent to which the performance indicator was implemented during the fidelity observation.

Observed, Excellent (4)	The performance indicator is observed and is the expected, model behavior of a Project GOAL advisor.
Observed, Adequate (3)	The performance indicator is observed, yet it needs improvement. See notes.
Observed, Weak (2)	The performance indicator is observed, yet it needs significant improvement. See notes.
Not Observed (1)	The performance indicator is not observed. See Advisor Daily Plan for Fidelity to indicate whether the reason was valid.

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Global Observation Implementation Quality

Use the following definitions to determine the quality of the global observation item.

High (6–7)	Very high fidelity with few areas of improvement. Nearly all of the performance indicators are implemented. –OR– Few performance indicators are observed because valid, immediate issue(s) required attention.
Average (3–5)	Moderate fidelity with many areas of improvement. Only some of the performance indicators are implemented, and those are ineffectively implemented because of attention given to invalid issues.
Low (1–2)	Low fidelity with significant areas of improvement. Few performance indicators are implemented. –OR– Few performance indicators are observed because of invalid issues.