**FORM B**

**Instructional Fidelity Assurances**

(Persons responsible for completion of this form--*Classroom Teacher, PLC/Teacher Teams and School Administrator*)

|  |  |
| --- | --- |
| **Date** |  |
| **Name of Student** |  |
| **Grade** |  |
| **Teacher** |  |
| **Teacher Licensure Level** | □ Level 1 □Level 2 □Level 3 □Alternative Licensure □Sub□ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher’s Years of Experience** |  |

MLSS heavily emphasizes the role of district administration, school administration, school leadership team, teacher teams, and the teacher in ensuring that all students receive high quality Layer 1 best first instruction. This form offers assurances that:

* **Administrators** have provided school level supports for classroom teachers (data-driven decision-making, relevant professional learning, teacher collaboration time, and non-evaluative feedback)
* **Teacher Teams (PLCs)** have collaborated to find strategies to support students; and
* **Classroom Teachers** have provided effective classroom level supports for the student (high quality materials, differentiation, etc.)

This reflects a belief that everyone at a school has a piece of the responsibility to ensure student success. This form is to identify gaps and/or additional supports that may need to be addressed before referral to the SAT.

**Part 1: Classroom Teacher**

**Layer 1 Instruction Assurances**

*SS.2. Non-Evaluative Observation and Feedback*

* How often have you received non-evaluative feedback from the school administrator(s) following an observation this year? \_\_\_\_\_\_\_

*L1.1 High-Quality, Core Aligned, Culturally and Linguistically Responsive Curriculum*

* What is the core curriculum you are currently using with your students?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* When did you last receive training in the use of the core curriculum? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* How is the core curriculum used with fidelity in your classroom?

*L1.3 High Quality, Differentiated Layer 1 Instruction*

* Identify 3-5 differentiation strategies you have used with this student thus far and their effectiveness.

*L1.4 Teacher Teams Monitor Progress*

* List the dates the student was discussed at PLCs and recommendation/outcomes that resulted from the discussion.

*L1.5 Core Reinforcements and Supports*

* List 3-5 types of reinforcements that have been used and their effectiveness: (For examples of Reinforcements, see [Reinforcements](https://1drv.ms/b/s%21AuQJizBo3szTgjjNMqLRSq3w7rzi) from MLSS Implementation Guide, p. 18).
* What acceleration opportunities are available within the core?

*L1.6 Universal Screening Assessments*

* List relevant screening assessments, dates given, scores, etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Assessment** | **Date(s)** | **Score** | **Expected Score Range** | **Observation from** **Assessment Data** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

*L1.7 ELD for English Learners*

* If the child is an English Language Learner, what EL supports is the student receiving in class?
* What information does the language proficiency scores provide about the student?

**Teacher Assurance:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature Date

**Part 2:**

**PLC/Teacher Teams Instruction Assurances**

The signatures confirm the information has been presented and discussed with grade level/departmental PLC/Teacher Teams.

**PLC/Teacher Team Representatives:**

|  |  |
| --- | --- |
| Signature | Title |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Part 3:**

**Vision and Hearing Completed**

\_\_\_\_\_Vision/Hearing completed by nurse (Form D)

**Part 4:**

**Administrator Instruction Assurances**

*SS.1 Professional Learning*

* What professional learning opportunities, if any, have been provided to the teacher to support working with this student:

*SS.2. Non-evaluative Observation and Feedback*

* How often have you provided non-evaluative feedback following a classroom walkthrough to this teacher this year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*L1.1. High Quality Core Curriculum*

* What evidence do you have that the teacher is using the core curriculum with fidelity (observation, work samples, PLC discussions, lesson plans, etc.)?

*L1.3 Differentiated Instruction*

* What differentiation strategies do you see the teacher using with this student?

*L1.4. Teacher Teams/ Professional Learning Communities Monitor Progress*

* Was this student discussed by the Teacher Team? ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Administrator(s):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature Date