



## Fidelity Monitoring: Specialist Supervisor Rating Form

- Administrator: Assistant Director, Texas School Ready or designee
- Frequency of administration: Three times beginning of year and end of year (six total)
- Feedback: Administrator records notes during sessions to support ratings. Ratings and evidence are shared with specialist(s) in two feedback sessions (beginning of year and end of year) to support continuous improvement planning.

Fidelity Area	Key Behaviors	Scale
Stays Content Focused	<ul style="list-style-type: none"> <li>• References key objectives within RAP model and CDA requirements</li> <li>• Rarely misses opportunities for content talk appropriate for age range of classroom (e.g., discusses rationale behind portfolio work)</li> <li>• Corrects misunderstandings in the moment</li> <li>• Discusses content accurately</li> </ul>	5 Highly Content Focused 4 3 Moderately Content Focused 2 1 Minimally Content Focused
Maintains a Supportive Presence	<ul style="list-style-type: none"> <li>• Uses a pleasant tone and positive language (verbal and nonverbal)</li> <li>• Encourages and reinforces apprentices' skill growth</li> <li>• Moves on once apprentice shows understanding</li> <li>• Recognizes and responds sensitively if apprentice shows discomfort/resistance</li> </ul>	5 Highly Supportive 4 3 Moderately Supportive 2 1 Minimally Supportive
Provides Actionable Feedback	<ul style="list-style-type: none"> <li>• Suggests adaptations / modifications / extensions (e.g., to improve portfolio items)</li> <li>• Uses minimal narration or summary or events (i.e., uses time in session to advance rather than summarize practice)</li> <li>• Builds on what the apprentice is already doing and pushes for more complex/sophisticated thought/action</li> </ul>	5 Highly Actionable 4 3 Moderately Actionable 2 1 Minimally Actionable
Encourages Reflective Thinking	<ul style="list-style-type: none"> <li>• Uses reflective prompts to support apprentices' creativity and problem solving</li> <li>• Connects reflection opportunities to standards, objectives, and requirements within RAP model</li> </ul>	5 Highly Reflective 4 3 Moderately Reflective 2 1 Minimally Reflective