

## DIGITAL CURRICULUM IMPLEMENTATION & FIDELITY CHECKLIST

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Setting** (circle one): Whole class | Small group | Individual **Concept # Observed:** \_\_\_\_\_

Use Part A and Part B to score implementation fidelity on The Zones of Regulation® Digital Curriculum; scoring details at the bottom. NOTE: Deep knowledge of The Zones of Regulation framework and Digital Curriculum are essential to observing for program fidelity.

<b>PART A: OBSERVATION FORM</b>	NOT EVIDENT: 0	SOMEWHAT EVIDENT: 1	MOSTLY EVIDENT: 2	COMPLETELY EVIDENT: 3
<b>QUALITY</b>				
Leader facilitates active engagement and participation from learners, using strategies presented in the Concept Guide.				
Most learners are engaged in instruction (e.g., asking/ answering questions, Pair & Share, participating in digital and hands-on activities).				
Leader models the use of Zones language and vocabulary throughout instruction.				
Leader adapts instruction for learners (development, age, neurology, culture, language, and life experiences). Circle adaptation(s) observed.				
Leader uses strategies such as questioning and observation throughout instruction (e.g., learner work, Pair & Share, discussions) to evaluate learner understanding.				
Leader normalizes a wide range of feelings in their setting (i.e., all feelings and Zones are okay).				
Leader co-regulates with learners using strategies (e.g., verbal and non-verbal Zones Check-Ins, prompting learners to use regulation tools, providing visual supports for communication, etc). Circle the co-regulation strategy(ies) observed.				
Leader has a Zones Check-In routine and system accessible to learners and supporting adults (after teaching Concept 5).				
Leader provides easy access to regulation tools and strategies and normalizes their use (after teaching Concepts 7, 8).				
<b>ADHERENCE</b>				
Leader is prepared to teach concept content: has prepared and reviewed instructional materials in advance of teaching this concept (e.g., printable handouts, Zones Visuals, Bridge, etc.).				
Leader posts relevant Zones Visuals in areas visible to learners.				

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### PART B: INTERVIEW

How many concepts in Digital Curriculum have you taught? \_\_\_\_\_

#### ADHERENCE

Do you deliver instructional components in the recommended sequence (Hook, Core Lesson, Group Activity, Geared Activity, Wrap-Up)?

Do you administer the Check for Learning (formative assessment) to learners?

Do you distribute the Zones Bridge to family/caregivers and/or relevant partners?

Do you use the data from the Check for Learning, or alternative provided in each Concept Guide, to evaluate learner understanding and inform further instruction?

#### EXPOSURE

Do you dedicate at least **40 minutes per week** to direct instruction of new Zones concepts and/or to reinforce concepts previously taught? *Note: The 40 minutes can be spread over the course of the week.*

Do you reinforce Zones Concepts and apply them outside of direct instruction of the Zones curriculum?

Are you teaching the concepts in *The Zones Digital Curriculum* in the sequence suggested?

NEVER: 0	RARELY: 1	OFTEN: 2	ALWAYS: 3

### SCORING (54 TOTAL POINTS POSSIBLE)

**High Fidelity** = 43 points or more (> 80% +)

**Moderate Fidelity** (some improvement needed) = 32–42 points (60–79%)

**Low Fidelity** (significant improvement needed) = 31 points or less (<60%)

TOTAL				
PER CATEGORY				
<b>TOTAL SCORE</b>				