

Supplemental Table S2. TELL Classroom Quality of Implementation and Fidelity Assessment.

TELL Classroom Quality of Implementation and Fidelity Assessment

Teacher ID:

Coach ID:

Date:

Fidelity

☐ Yes ☐ No ☐ Teacher Reported

Quality of Implementation

☐ No Opportunity ☐ Below Expectation ☐ Approaches ☐ Meets ☐ Exceeds

Activity	Notes	Fidelity	Quality of Implementation
Note: Activities in RED are scored for fidelity. Activities in BLUE are scored together within each activity for quality of implementation.			
1. Arrival/Sign In Includes at least one of the following: <input type="checkbox"/> Alphabet/Phonological Awareness <input type="checkbox"/> Writing Practice/Name Recognition/Name Writing Practice			0 1 2 3 4
2. Whole Group Includes each of the following: a. Letter/Sound Warm Up or Rhythmic Pattern b. Music and Movement c. ABC Action Card Starts and ends according to schedule, lasts about 15 minutes		<div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div> <div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div> <div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div>	0 1 2 3 4

<div><input type="checkbox"/> Engages child prior to providing instruction</div> <div><input type="checkbox"/> Rephrases questions or comments to simplify language</div> <div><input type="checkbox"/> Provides choices when a child doesn't respond</div> <div><input type="checkbox"/> Uses vocabulary teaching strategies (e.g. SEER, explicit teaching)</div> <div><input type="checkbox"/> Recasts and expands child utterances</div> <div><input type="checkbox"/> Says/asks for letter names/sounds</div>			01234
<div>3. Dialogic Reading (Small Group Rotation)</div> <div>Includes each of the following:</div> <div><div>a. Vocabulary Practice and/or Letter ID</div><div>b. Dialogic Reading of Book or Use of Book for Retell/Summary</div><div>c. Dialogic Reading Activity in Lesson Plan</div></div> <div>Prepares the book ahead of time</div> <div>Children are grouped to facilitate differentiated instruction</div> <div>Starts and ends according to schedule, lasts about 15 minutes</div>		<div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div> <div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div> <div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div>	01234

Dialogic Reading (Small Group Rotation) – continued <ul style="list-style-type: none"> <input type="checkbox"/> Discusses parts of book <input type="checkbox"/> Models print concepts <input type="checkbox"/> Engages child prior to providing instruction <input type="checkbox"/> Rephrases questions or comments to simplify language <input type="checkbox"/> Uses vocabulary teaching strategies (e.g. SEER, explicit teaching) <input type="checkbox"/> Recasts and expands child utterances <input type="checkbox"/> Encourages discussion <input type="checkbox"/> Asks high level questions <input type="checkbox"/> Uses a variety of prompts (e.g. recall, open-ended, Wh-distancing) 			<div>0 1 2 3 4</div>
4. Explicit Teaching Activity (Small Group Rotation) Includes each of the following: <ul style="list-style-type: none"> a. Letter Name Warm Up b. Activity Card c. Children are actively involved in the social story (if scheduled) Children are grouped to facilitate differentiated instruction Teacher effectively uses I DO, WE DO, YOU DO, and closure <ul style="list-style-type: none"> <input type="checkbox"/> Engages child prior to providing instruction <input type="checkbox"/> Rephrases questions or comments to simplify language <input type="checkbox"/> Provides choices when a child doesn't respond <input type="checkbox"/> Says/asks for letter names/sounds 	(Day-dependent: PA, Math, Science, Social Story)	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	<div>0 1 2 3 4</div> <div>0 1 2 3 4</div>
5. Independent Activity (Small Group Rotation) Includes each of the following: <ul style="list-style-type: none"> a. Teaching objective for the activity b. Materials prepped and available Starts and ends according to schedule, last about 15 minutes	(Day-dependent: PA, Art, Math, Science)		<div>0 1 2 3 4</div>
6. Meal/Snack Conversations Includes each of the following: <ul style="list-style-type: none"> a. Prompts Using Conversation Card, Question Jar, or Fact Chat Card b. Engages Children in Multi-Turn Conversations Starts and ends according to schedule, last about 15 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Engages child prior to providing instruction <input type="checkbox"/> Rephrases questions or comments to simplify language <input type="checkbox"/> Provides choices when a child doesn't respond <input type="checkbox"/> Recasts and expands child utterances <input type="checkbox"/> Points to letters/words/print; tracks print 		<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	<div>0 1 2 3 4</div> <div>0 1 2 3 4</div>

9. Outdoor Free Play a. Materials prepped and available b. Starts and ends according to schedule, lasts about 25 minutes c. Includes at least <u>two</u> of the following: <input type="checkbox"/> Gross Motor Activity <input type="checkbox"/> Social Skills <input type="checkbox"/> Dramatic Play supports language and literacy development <input type="checkbox"/> Alphabet <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Writing or Drawing <input type="checkbox"/> Vocabulary Teaching <input type="checkbox"/> Teacher takes an active role in play modeling high level language <input type="checkbox"/> Encourages multi-turn conversations			0 1 2 3 4
10. Transitions a. Alphabet Knowledge b. Vocabulary c. Phonological Awareness		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
11. Curriculum-Based Measures For review weeks, uses CBM results to plan differentiated instruction			0 1 2 3 4
12. Language & Print Rich Classroom a. Alphabet/number line at child's level b. Children's print/drawing displayed; other print displayed c. Vocabulary posted d. White space on walls e. Books around the classroom f. Writing materials around the classroom g. Teacher/Child and Child/Child conversations evident throughout the day			0 1 2 3 4

13. Classroom Management a. Materials and lesson plans are prepared ahead of time b. Classroom runs according to schedule c. Meaningful transitions included d. Children know/follow the classroom routine e. Children are engaged			0 1 2 3 4
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