# Tune-Up Checklist

**Revised Form (2/2019)**

<table>
<thead>
<tr>
<th>Teacher(s):</th>
<th>Coach:</th>
<th>Date:</th>
</tr>
</thead>
</table>

## School/Program:

<table>
<thead>
<tr>
<th>Target Skills:</th>
<th>OL</th>
<th>PA</th>
<th>AK</th>
<th>PK</th>
<th>V</th>
</tr>
</thead>
</table>

## CIRCLE Data Summary:

| Teacher Literacy Focus (%) | Probability of Academic Engagement (0-1.0): |

Abbreviations are: OL = Oral Language, PA = Phonological Awareness, AK = Alphabet Knowledge, PK = Print Knowledge, V = Vocabulary

### Section 1: Statement of Likely Instructional Reasons Explaining the Problem

### Section 2: Statement an Instructional Change Goal Likely To Address The Stated Problem

### Reflection Questions

**Circle One**

### Content of Instruction

- Is there a specific skill within the area of need to be targeted? Yes | No | Notes
- Is there an established classroom routine to teach this skill? Yes | No
- Is there an opportunity to re-teach the skill? Yes | No
- Is there a pre-skill that the child(ren) need to learn? Yes | No
- Can instruction be more concrete and physical objective incorporated? Yes | No

### Opportunities to Learn

- Does lesson planned instruction provide many opportunities to respond? Yes | No
- Can the skill be emphasized during multiples parts of the day? Yes | No
- Are activity transitions being used as learning opportunities? Yes | No
- Is there a specific instructional plan for using Center Time? Yes | No
- Are small groups being use to teach the skill? Yes | No

### Grouping for Instruction

- Are children grouped appropriately by skills for instruction? Yes | No
- Can group sizes be changed? Yes | No

### Explicitness of Instruction

- Is it possible to include more: I do it, we do it, you do it? Yes | No
- Can child response be changed to Choral or Group Responding? Yes | No
- Are there opportunities to better monitor child response accuracy and provide immediate, appropriate, positive feedback? Yes | No

### Language Challenge (LC) Considerations

- Is there enough emphasis on LC strategies throughout the day? Yes | No
Can children be regrouped to fit their LC needs? | Yes | No |
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Are there specific key words/phrases that the teacher can learn and use to facilitate understanding? | Yes | No |

### Section 3: Statement of an Instructional Procedure and Fidelity Checklist Steps

The Procedure Statement and Schedule Overview:

**Fidelity Checklist Steps**

- Step 1.
- Step 2.
- Step 3.
- Step 4.
- Step 5.
- Other Steps as needed:

**Other Details**

<table>
<thead>
<tr>
<th>Frequency of Planned Implementation:</th>
<th>Percentage or Number of Children Participating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation or Gathering of Materials Needed:</td>
<td>Preparation Due Date:</td>
</tr>
<tr>
<td>Coach Check In Dates:</td>
<td></td>
</tr>
<tr>
<td>Fine Tuning:</td>
<td>Target Date:</td>
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<tr>
<td>Fidelity:</td>
<td>Date Completed:</td>
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<tr>
<td>Modifications:</td>
<td></td>
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<tr>
<td>Sources of Data Used to ID the Target Skill:</td>
<td>Note Progress Monitoring/Child Literacy Outcomes:</td>
</tr>
<tr>
<td>Note Progress Toward Goal:</td>
<td></td>
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</tbody>
</table>

### Section 4: Coach’s Fine Tuning Feedback on Teacher’s Implementation and Fidelity

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