Fidelity Checklist
for the
Barton Reading & Spelling System

Name of Tutor: _____   Date: _____

Tutor Training

- Certified Barton Tutor: yes   no

- If certified, at which certification level (circle all that apply): Beginning   Advanced   Masters

- If not certified, the tutor has gone through the Barton System DVD Tutor Training for the
following levels of the Barton System (circle all that apply):   1 2 3 4 5 6 7 8 9 10

Name of Observer: _____   School: _____

Name of Student(s) Observed: _____   Day of tutoring: _____

Start Time (clock time): _____   Stop Time (clock time): _____

Total time of instruction (stopwatch): _____

Total time spent on activity that was not directly related to the lesson (stopwatch): _____

Barton System Level # _____, Lesson # _____, Procedures Observed: _____

Amount of Weekly Student Instruction Provided

- As documented in tutor self-report logs or notes, each student receives the equivalent of **at least** 2
hours of one-to-one tutoring each week: yes   no

- If yes, check one of the following:
___Tutoring is one-to-one, and the student receives at least 2 hours of Barton tutoring per week.
___Tutoring is in a group of 2, and the group receives at least 4 hours of Barton tutoring per week.
___Tutoring is in a group of 3, and the group receives at least 6 hours of Barton tutoring per week.

Code:
2 points = High level of implementation
1 point = Inconsistent level of implementation
0 points = Element absent or not observed

Area	Level of Implementation			Comments
Set-Up, Materials, and Time				
Teacher and student materials ready	0	1	2	
Teacher organized and familiar with lesson	0	1	2	
Instruction/Presentation				
Follows steps and wording in procedures	0	1	2	
Uses clear hand signals	0	1	2	

Provides student(s) many opportunities to respond	0	1	2
Models skills/procedures appropriately and with ease	0	1	2
Handles errors using appropriate error handling techniques	0	1	2
Provides student(s) adequate response time	0	1	2
If tutoring in a group, presents individual turns	0	1	2
Moves quickly from one procedure to the next	0	1	2
Maintains good pacing	0	1	2
Tutor provides positive, constructive feedback	0	1	2
Ensures students have mastered content prior to moving forward	0	1	2
Completes all steps in each procedure	0	1	2
Uses a tracking sheet to note which procedures were completed at each session.	0	1	2
Ensures students can perform each new skill easily and with about 90% accuracy, with minimal guided discovery (prompting), before moving on to the next lesson.	0	1	2
Repeats a lesson with students who do not demonstrate mastery of new skills.	0	1	2

General Observations of the Student(s)

Student engagement in lesson	0	1	2
Student success at completing activities	0	1	2
Teacher familiarity with lesson formats and progression through procedures	0	1	2
Teacher encouragement of student effort	0	1	2
Transitions between procedures were smooth	0	1	2

Observation notes: