



Master Trainer Course - Day 3

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Thriving Schools Fidelity Inventory

Introduction

The **Thriving Schools Fidelity Inventory** is designed to assess the degree to which schools implement the core components of the intervention with fidelity. It follows the philosophy of a tiered fidelity inventory focusing on observable, measurable practices that reflect universal-level implementation.

Philosophy

This instrument is designed to serve the formative purposes of evaluation, intended to support continuous improvement related to the implementation of the intervention and related actions. It emphasizes:

- Observable features that can be objectively verified.
- Evidence-based assessment from documentation, observation, or interviews.
- Universal-level fidelity - practices are implemented for the school as a whole, teachers, students, and parents.
- Action-oriented feedback to guide schools in strengthening implementation.

Scoring Approach

Each feature is scored on a **3-point scale**:

- **0** = Not implemented
- **1** = Partially implemented (some components missing, inconsistent, or below required quantity/quality)
- **2** = Fully implemented (meets or exceeds required quantity/quality, consistently)

Evidence sources include:

- School action plans
- Attendance logs
- Observation notes
- Coaching or mentoring logs
- Activity materials
- Focus group summaries
- Parent, student, and teacher feedback forms

Implementation Guidelines

1. The instrument could be completed collaboratively by the school core team and the assigned master trainer or an external evaluator.
2. Scoring should be evidence-based, not based on perception alone.



3. For each item, the evidence used to determine the score should be documented.
4. The tool can be used at least once (mid-year or end-of-year) or twice per year (mid-year and end-of-year) to monitor progress and inform decision-making for the current and/or the following year.
5. After scoring, identify areas for improvement and incorporate them into the school's action plan.

Thriving Schools Fidelity Inventory Items

Item	Definition	Scoring Criteria (0–2)	Evidence Sources
Section 1: Teams & Preparation			
1.1 Core Team Formation	A school core team of 5–6 wellbeing champions is established, including teachers, school leaders, admin staff, and at least one Health Education/SEL teacher.	0 = No team or fewer than 4 members; 1 = Team exists but missing/not clear roles or <5 members; 2 = Full team with required diversity.	School roster, meeting minutes
1.2 Master Trainer Assignment	Each school has one designated master trainer confirmed in writing before intervention starts.	0 = No assignment; 1 = Assigned but no documented contact; 2 = Assigned and initial contact established.	Assignment list, communication logs
1.3 Needs Assessment Completion	The school completes all required needs assessment tools and conducts a focus group to identify strengths and areas for growth (pre-measurement).	0 = No needs assessment conducted 1 = Partial completion (missing tools or incomplete focus groups)	Needs assessment reports, focus group notes

		2 = All tools completed, focus group conducted, results documented	
1.4 Action Plan Finalization	The school finalizes a written action plan with vision, values, and planned activities, based on needs assessment findings, and agrees on it with the core team.	<p>0 = No action plan developed</p> <p>1 = Action plan drafted but incomplete or lacking core team agreement</p> <p>2 = Complete plan finalized and approved by core team</p>	Final action plan document, meeting minutes
Section 2: Staff Training & Coaching			
2.1 Wellbeing Champion Training	All 5–6 wellbeing champions per school receive full 18-hour training and contribute to the action plan.	<p>0 = No training;</p> <p>1 = At least 50% trained;</p> <p>2 = All trained and active in planning.</p>	Training attendance, action plan draft
2.2 Monthly Teacher Training Attendance	All trained teachers (approx. 10 per school) attend scheduled monthly 1-hour training sessions.	<p>0 = <50% sessions held or <50% attendance;</p> <p>1 = ≥50% sessions held with ≥50% attendance;</p> <p>2 = All sessions held with ≥75% attendance.</p>	Training attendance lists
2.3 Coaching Meetings	Master trainers with/without wellbeing champions provide at least one coaching meeting per month to teachers.	<p>0 = None;</p> <p>1 = Irregular or <75% of months;</p> <p>2 = Monthly and documented.</p>	Coaching logs, observation notes
2.4 Staff Engagement Level	At least 75% of school staff agree to participate in	<p>0 = <50%;</p> <p>1 = 50–74%;</p>	Participation agreements,

	intervention activities each year.	2 = $\geq 75\%$.	meeting minutes
Section 3: Student & Parent Activities			
3.1 Student Monthly Activity Delivery – Frequency	Teachers of grades 4–6 deliver at least one structured 40-minute activity per month on PERMA/SWPBS topics, reaching at least 50 students per school	<p>0 = Activities delivered in fewer than 50% of the months</p> <p>1 = Activities delivered in at least 50% but fewer than 100% of the months</p> <p>2 = Activities delivered in all months</p>	<p>Lesson plans</p> <p>Students' work</p> <p>Photos</p>
3.2 Student Monthly Activity Delivery – Reach	Percentage of trained teachers of grades 4–6 (approx. 10 per school), delivering at least one activity per month on PERMA/SWPBS topics.	<p>0 = Fewer than 50% of trained teachers deliver activities</p> <p>1 = 50–79% of trained teachers deliver activities</p> <p>2 = 80% or more of trained teachers deliver activities</p>	Lesson plans
3.3 Parent Workshops - Frequency	Deliver 3 one-hour parent sessions annually	<p><i>Year 1 requirement = 2 sessions;</i></p> <p><i>Year 2 requirement = 3 sessions.</i></p> <p>0 = No sessions delivered</p> <p>1 = Fewer than the required number of</p>	Session calendar, attendance logs, session materials

		<p>sessions delivered (2 in Y1, 3 in Y2)</p> <p>2 = Required number or more sessions delivered</p>	
3.4 Parent Workshops - Attendance	Each parent session reaches at least 15 parents.	<p>0 = Fewer than 50% of sessions reached 15 parents</p> <p>1 = 50–79% of sessions reached 15 parents</p> <p>2 = 80% or more of sessions reached 15 parents</p>	Session calendar, attendance logs, session materials
Section 4: Monitoring & Evaluation			
4.1 Ongoing Monitoring and Action Plan Adjustment	The school core team reviews progress on intervention activities during meetings and adjusts the action plan based on findings.	<p>0 = No evidence of monitoring or plan adjustments in meeting minutes</p> <p>1 = Monitoring discussed but adjustments unclear or undocumented</p> <p>2 = Monitoring discussed and documented adjustments made to the action plan</p>	Core team meeting minutes, revised action plans
4.2 Completion of Post-Assessment Activities	The school completes all required post-intervention evaluation activities, including survey tools and focus	<p>0 = No post-assessment activities completed</p> <p>1 = Partial completion (e.g., surveys without focus groups or vice versa)</p>	Completed survey datasets, focus group transcripts, and evaluation reports

	group discussions with teachers, according to the project timeline.	2 = All required post-assessment activities completed on time	
4.3 Reflection and Discussion of Pre/Post Results	The school core team reviews and discusses the pre/post assessment results to identify strengths, areas for improvement, and next steps.	<p>0 = No evidence of results being reviewed or discussed</p> <p>1 = Results reviewed but discussion or next steps unclear or undocumented</p> <p>2 = Results reviewed with documented discussion and agreed next steps</p>	Core team meeting minutes, summary reports, action plan updates

Scoring Summary

- Total Possible Score = 0–30
- Fidelity Levels:
 - 0–14 = Low Fidelity
 - 15–23 = Moderate Fidelity
 - 24–30 = High Fidelity

Thriving Schools Fidelity Inventory Scoring Sheet

Item	Score (0-2)	Evidence Notes
Section 1: Teams & Preparation		
1.1 Core Team Formation		
1.2 Master Trainer Assignment		
1.3 Needs Assessment Completion		
1.4 Action Plan Finalization		
Section 2: Staff Training & Coaching		
2.1 Wellbeing Champion Training		
2.2 Monthly Teacher Training Attendance		
2.3 Coaching Meetings		
2.4 Staff Engagement Level		
Section 3: Student & Parent Activities		
3.1 Student Monthly Activity Delivery – Frequency		
3.2 Student Monthly Activity Delivery – Reach		
3.3 Parent Workshops - Frequency		
3.4 Parent Workshops - Attendance		
Section 4: Monitoring & Evaluation		
4.1 Ongoing Monitoring and Action Plan Adjustment		

4.2 Completion of Post-Assessment Activities		
4.3 Reflection and Discussion of Pre/Post Results		

Total Score = _____ / 30

Fidelity Level:

- **0–14** = Low Fidelity
- **15–23** = Moderate Fidelity
- **24–30** = High Fidelity