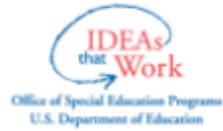




PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction



TransMath Fidelity Observation Form

SCHOOL DISTRICT:

SCHOOL NAME:

TEACHER'S NAME (LAST):

TEACHER'S NAME (FIRST):

Is this the first school year that the teacher has implemented the instructional model?

Yes

No

OBSERVER:

Observer Email:

Has the observer established inter-rater reliability with someone trained in this program?

Yes

No

DATE OF OBSERVATION:

START TIME:

END TIME:

PROGRAM LEVEL:

LESSON Number:

NUMBER OF STUDENTS OBSERVED:

GRADE LEVEL(S) OF STUDENTS OBSERVED:

NUMBER OF LESSONS TAUGHT TO DATE THIS SCHOOL YEAR:

Read the following statements and use the rating scale below to best describe your observation of the IMPLEMENTATION of each instructional skill. The observation should last through the entire reading lesson. Space is provided at the end of this form for comments. SCALE Rating 0 = Skill not demonstrated Rating 1 = Improperly Implemented Rating 2 = Somewhat Properly Implemented Rating 3 = Appropriately Implemented Leave the rating BLANK if the skill was NOT APPLICABLE to the observation

WARM UP

- | | Rating |
|--|--------|
| 1. Students are focused and engaged on the warm-up activity. | _____ |
| 2. Teacher monitors warm-up activity. | _____ |
| 3. Students complete the warm-up efficiently. | _____ |
| 4. Correct answers for the warm-up are reviewed. | _____ |

GUIDED PRACTICE

- | | Rating |
|---|--------|
| 5. Teacher presents the new conceptual information. | _____ |
| 6. Teacher provides guided practice with a small set of problems. | _____ |
| 7. Teacher uses visual models such as the Click thru"s or interactive white board activities. | _____ |
| 8. Teacher moves around the room checking most students and probing for understanding of the concept. | _____ |
| 9. Teacher models the concept again if students are having problems. | _____ |
| 10. Teacher uses "active teaching plus" by asking students to present problems on the board/overhead. | _____ |
| 11. Teacher probes for misconceptions in the presentation and during monitoring of the problem set. | _____ |

APPLICATION & PROBLEM SOLVING

	Rating
12. Teacher orients students to the problem by soliciting background knowledge and explaining the rules for how the students will work on the problems.	_____
13. Teacher monitors individual, pair or group work by listening to various student strategies, but not by solving the problem for the students.	_____
14. Teacher comments on student task and gives feedback on group work and thinking.	_____
15. Teacher discusses the problems with the students.	_____
16. Teacher makes problem solving strategies explicit.	_____
17. A range of solutions are discussed in class allowing for student "math talk."	_____
18. Teacher reinforces math vocabulary.	_____
19. Teacher incorporates engagement strategies from the lesson to encourage students to talk and use math language during the lesson.	_____
20. Lesson pacing is adequate and is controlled using instructional design (20 minutes for Number Concept and 20 minutes for Problem solving).	_____

DATA COLLECTION

	Rating
21. Teacher uses VPort to record assessment data.	_____
22. Weekly quiz data is reported.	_____
23. End-of-Unit Assessment data is reported.	_____
24. When needed, teacher provides evidence of differentiation within lesson plans as specified by assessment data.	_____
25. Student groups are performing at or above 80% mastery.	_____

Please rate using the following scale: Not At All (0) Needs Improvement (1) Satisfactory (2) Outstanding (3)

	Rating
The time allocated for the lesson was sufficient.	_____
The teacher covered an appropriate amount of material for the time allocated.	_____
The delivery of the lesson was paced to students' needs.	_____

COMMENTS:

TOTAL NUMBER OF BLANK RATINGS:
