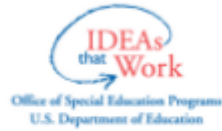




PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction



Voyager Math 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

Quality of Instruction-Organization

Rating

- 1. Intervention materials are close at hand. _____
- 2. Sufficient instructional and student materials are present. _____
- 3. The Three-Read Process is utilized to plan for instruction. _____
- 4. Small group instructional area is clearly identified. _____

Use of Curriculum Guide

Rating

- 5. Curriculum Guide is closely referenced during instruction. _____
- 6. Explicit language is used and instructional models are followed closely _____
- 7. Pace is brisk and business-like, yet personal. _____
- 8. Instruction is deliberate and intentional. _____
- 9. Skills are modeled correctly. _____
- 10. The steps of the correction procedures are followed to provide immediate feedback, redirect, and check for mastery. _____

Student Engagement

Rating

- 11. Clear reading/math behaviors and expectations are established. _____
- 12. Automaticity and fluency are reinforced as students respond. _____
- 13. Students respond chorally and individually _____

Amount of Instruction

- | | Rating |
|--|----------------|
| 14. Instruction delivered 4-5 days a week. | _____ |
| 15. Instruction is delivered based on daily minimums.
(Passport and Vmath 30 mins/day., PRJ 50 mins/day.) | _____
_____ |
| 16. Current lesson is within five lessons of pacing calendar. | _____ |

Classroom Management

- | | Rating |
|--|--------|
| 17. Other students in class are engaged in independent activities. | _____ |
| 18. Interruptions are minimal. | _____ |

Use of Assessments

- | | Rating |
|--|--------|
| 19. Benchmark measures are administered accurately. | _____ |
| 20. Placement Tests are administered to determine appropriate lesson placement when applicable.-Adventure Placement Test – Passport-Word Study Placement Test – PRJ-Initial Assessment | _____ |
| 21. Progress Monitoring is administered regularly. | _____ |
| 22. Assessments are administered as designed. | _____ |
| 23. All assessment scores are entered online. | _____ |
| 24. Classroom data is analyzed to inform instruction. | _____ |

Differentiation

- | | Rating |
|---|--------|
| 25. Assessment data used to determine differentiated instruction. | _____ |
| 26. Small group instruction is used appropriately. | _____ |
| 27. Progress Monitoring is used to guide instruction. | _____ |
| 28. Resources for re-teaching are used to intensify instruction for students that do not demonstrate mastery. | _____ |
| 29. Curriculum Features are used as designed. | _____ |
| 30. Online component used as designed. | _____ |

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

- | | Rating |
|---|--------|
| 31. The time allocated for the lesson was sufficient. | _____ |
| 32. The teacher covered an appropriate amount of material for the time allocated. | _____ |
| 33. The delivery of the lesson was paced to students' needs. | _____ |

COMMENTS:

TOTAL NUMBER OF BLANK RATINGS:
