



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



Fundations Level 3 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 E-mail:

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

GENERAL LESSON PROCEDURES

Rating

- 1. Teacher prepares a lesson plan for every lesson. _____
- 2. Lesson Activities are presented in the order prescribed for Unit _____ Week _____ Day _____ . _____
- 3. Lesson Activity pacing is appropriate. _____
- 4. Teacher is able to manage materials to transition from one activity to the next. _____
- 5. Questioning techniques are used throughout the lesson. _____
- 6. Lessons include discussion of vocabulary. _____
- 7. Progress Monitoring tools were in place (encoding & decoding). _____

DICTATION SOUNDS/WORD

Rating

- 8. Teacher dictates the sound, students echo the sound, and students write the letter that makes the sound. _____
- 9. A student names the letter orally or points to standard cards; students check their work and correct as needed. _____
- 10. The sounds dictation step of the lesson is completed in about 1-3 minutes. _____

Dictation Words / Syllables

Rating

- 11. Teacher dictates a sound/word from current unit; students echo. Teacher uses the word in sentence. For words with a suffix ask: Is there a suffix with this word? What is the base word? This will evolve into students repeating the whole word and then base word without repeating. _____
- 12. All students tap the word and orally spell it before writing. Students write the word. A student is selected to spell the word orally or write it on board. Students check their work and correct as needed. _____
- 13. Teacher directs students to “mark up” review and current words _____
- 14. The words dictation step of the lesson is completed in about 5 minutes. _____

Dictation – Words Multisyllabic

Rating

15. Teacher dictates a word from current unit; students echo. For words with a suffix ask: Is there a suffix with this word? What is the base word? This will evolve into students repeating the whole word and then base word without prompting.
16. Direct students to say one syllable at a time as you touch the white syllable frames. Say the first syllable while touching first syllable frame, say the second syllable while touching the syllable frame.
17. Direct students to write the word and remind to scoop syllables when finished writing the word.
18. Select a student to write the word on syllable frames or large writing grid. Student will say the first syllable and spell orally while writing. Repeat with remaining syllables.
19. The words dictation step of the lesson is completed in about 5-7 minutes.

Dictation – Spelling Option Procedure

Rating

20. Teacher dictates a word from current unit letting them know they will be spelling a word with a spelling option; students echo. Teacher uses the word in sentence.
21. Student taps out the sounds. Teacher asks which sound has option and what ways this sound can be spelled.
22. Students write the word leaving a box for the sound option. Teacher demonstrates on board.
23. Students write possible spellings under the box. Student looks up the word in Student Notebook. Student could also look up word using a spell checker or dictionary.
24. Teacher directs students to check work and make corrections.
25. The spelling option dictation step of the lesson is completed in about 5-10 minutes.

Dictation – Trick Words and Sound Alike Words

Rating

26. Teacher announces that the next dictated words are Trick Words and asks: Can we tap Trick Words? (no) What do you have to do? (memorize them)
27. Teacher tells students to first write the Trick Word on the table with their finger. Students write the Trick Word, spelling it orally as they write it daily. Consonants are selected to include new ones and difficult sounds.
28. One student will write the word on the classroom board. Students check their spelling.
29. The trick words dictation step of the lesson is completed in about 5 minutes.

Dictation – Sentences

Rating

32. This activity teaches new letters/sounds. Teacher holds up the large sound card and asks students the name of the letter. Teacher asks the students to describe the picture. Teacher says the picture name, emphasizing the initial sound.
33. Teacher explains the word in the picture begins with the sound /_/ and the picture helps to remember the sound. Teacher says the letter-keyword-and sound and holds up Echo. The students repeat it.
34. Teacher shows the letter on the Standard Sound Card and explains it is the same letter with the same sound.
35. The Letter-Keyword-sound step of the lesson is completed in about 2 - 3 minutes.

SKY-WRITE/LETTER FORMATION

Rating

30. Teacher says the sentence in phrases. Students repeat and write the sentence. Teacher repeats the sentence, as needed, and circulates and guides students with

91. One student is selected to write the sentence on the blue Sentence Frames. Proofing: Teacher repeats the sentence while students point to each written word. Students add/delete words as required.

32. Teacher asks: Is there a capital letter at the beginning of the sentence? Is there a punctuation mark? Teacher directs students to check any trick word spelling. Students can reference Student Notebook as needed. Teacher directs students to tap and check other words.

33. Teacher read sentence back in phrases and students scoop sentence into phrases. Students then read the sentence orally with prosody.

34. The sentences dictation step of the lesson is completed in about 5 minutes.

MAKE IT FUN

Rating

42. This activity will vary each time. Follow the Unit guide for the week and day. Use the space provided to record procedures.

STORY TIME

Rating

43. This activity will vary each time. Follow the Unit guide for the week and day. Use the space provided to record procedures.

STUDENT NOTEBOOK K

Rating

44. For New Letters: Teacher directs student to find the letter that they are working on in the Student Notebook and asks: What is the name of the letter? What is the picture to help us remember the sound? What is the sound that this letter makes? Teacher says the letter-keyword-sound and students echo.

45. Teacher directs students to trace the letter with their finger while giving saying the letter verbalization. This should be done several times. Students can color keyword picture. Teacher circulates and asks students to demonstrate the tracing and produce the letter-keyword-

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47. The Student Notebook step of the lesson is completed in about 5 minutes.

TRICK WORDS

Rating

48. A Trick Word is written in very large letters on the board or overhead. Teacher reads the word. Students

repeat. Teacher presents the flashcard and explains talks about the “tricky” part of the word. Teacher demonstrates the skywriting (straight arm with 2 fingers), tracing the Trick Word on the board. Teacher says the word, spells the word as she skywrites it, and then says the word again. Teacher instructs students to sky write the word.

Teacher checks that students are using the skywriting technique. The students can pretend to write the word with paint coming from their fingers.

51. Each time, the students must: say the word, spell it orally as they skywrite it, and say the word again. Teacher instructs students to sky write the word again, this time with eyes closed and visualizing the word. Students then write the word with their finger on a surface (desk or building board).

52. The Trick Words step of the lesson is completed in about 5 minutes.

WORD PLAY

Rating

53. This activity will vary each time. Follow the Unit guide for the week and day. Use the space provided to record procedures.

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:

