



Fundations Level K 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.	<input type="text"/>
2. Lesson Activities are presented in the order prescribed for Unit _____ Week _____ Day _____ .	<input type="text"/>
3. Lesson Activity pacing is appropriate.	<input type="text"/>
4. Teacher is able to manage materials to transition from one activity to the next.	<input type="text"/>
5. Questioning techniques are used throughout the lesson.	<input type="text"/>
6. Lessons include discussion of vocabulary.	<input type="text"/>
7. Progress Monitoring tools were in place (encoding & decoding).	<input type="text"/>

ALPHABETICAL ORDER

	Rating
8. Students match letter tiles to the Alphabet Overlay in order (a first, then b)	<input type="text"/>
9. Teacher/students recite alphabet while teacher points to Standard Card display, pausing at the end of each row.	<input type="text"/>
10. The alphabetical order step of the lesson is completed in about 10 minutes.	<input type="text"/>

DICTIONATION SOUNDS/WORD (DRY ERASE)

	Rating
11. Teacher dictates a sound/word from current unit; students echo.	<input type="text"/>
12. For Sounds: All students write the letter that makes the sound. Teacher selects student to name the letter.	<input type="text"/>

13. For Words: All students tap the word and orally spell before writing. Students write the word.	<input type="text"/>
14. Teacher selects a student to spell the word orally or write it on the classroom board. Students check their work and correct as needed.	<input type="text"/>
15. The sounds/word dictation step of the lesson is completed in about 5-10 minutes.	<input type="text"/>

DRILL SOUNDS

	Rating
16. Teacher uses Large Sound Cards to model letter-keyword-sound, students echo. Variation: A student is the drill leader.	<input type="text"/>
17. Vowels are reviewed daily. Consonants are selected to include new ones and difficult sounds.	<input type="text"/>
18. The sounds drill step of the lesson is completed in about 3-5 minutes.	<input type="text"/>

ECHO/FINDS LETTERS

	Rating
19. Students use their Letter Board with Letter Tiles placed in order on the Alphabet Overlay. Teacher dictates a sound. Teacher holds up echo and students repeat the sound.	<input type="text"/>
20. Students point to the Letter Tile that has the letter representing the sound. Students should point to all letters that make that sound. For example, /k/ = c, k, ck	<input type="text"/>
21. Teacher asks what says that sound. A chosen student answers by naming the letter that makes that sound.	<input type="text"/>
22. A selected student repeats the sound, names the letter, and then points to it on Standard Sound Card display.	<input type="text"/>
23. The Echo/ Finds Letters step of the lesson is completed in about 2-3 minutes.	<input type="text"/>

ECHO/LETTER FORMATION

	Rating
24. Students are directed to be in the proper writing position (chairs pulled in, feet on floor, hands on table).	<input type="text"/>
25. Teacher cues students to proper pencil grip. "Pinch it, rest it, and put it on the table."	<input type="text"/>
26. Teacher says a sound and holds up Echo. Students repeat the sound. Teacher says, "what says /_/_."	<input type="text"/>
27. A student is called upon to name the letter. Teacher (or student) writes the letter on the Writing Grid on Board.	<input type="text"/>
28. All students write the answer on their Dry Erase Tablet as the teacher directs them with the letter verbalization.	<input type="text"/>
29. Teacher again asks "what says /_/_." All students will respond with the letter name.	<input type="text"/>
30. The Echo/letter formation step of the lesson is completed in about 5-7 minutes.	<input type="text"/>

INTRODUCE NEW CONCEPTS

	Rating
31. This activity will vary each time. Follow the Unit guide for the week and day. Use the space provided to record procedures.	<input type="text"/>

LETTER-KEYWORD-SOUND

	Rating
32. This activity teaches new letters/sounds. Teacher holds	<input type="text"/>

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.	<input type="text"/>
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.	<input type="text"/>
34. Teacher shows the letter on the Standard Sound Card and explains it is the same letter with the same sound.	<input type="text"/>
35. The Letter-Keyword-sound step of the lesson is completed in about 2 - 3 minutes.	<input type="text"/>

SKY-WRITE/LETTER FORMATION

	Rating
36. The Wilson Writing Grid (with Grid pictures) should be on the classroom board and should be at least 2 feet tall.	<input type="text"/>
37. Teacher tells students to point their arms out "straight as a pencil" and to point with 2 fingers.	<input type="text"/>
38. The teacher writes the letter on the Grid using the verbalization.	<input type="text"/>
39. The teacher demonstrates how to make a letter using sky writing, verbalizing the letter formation. The teacher should say the letter-keyword-sound at least once while forming the letter.	<input type="text"/>
40. Students skywrite the letter as the teacher provides verbal cues. Students say letter-keyword-sound.	<input type="text"/>
41. The Sky-Write/Letter Formation step of the lesson is completed in about 2 - 3 minutes.	<input type="text"/>

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.	<input type="text"/>

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.	<input type="text"/>

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.	<input type="text"/>
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-sound.	<input type="text"/>
46. 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-sound.	<input type="text"/>
47. The Student Notebook step of the lesson is completed in about 5 minutes.	<input type="text"/>

TRICK WORDS

	Rating
48. A Trick Word is written in very large letters on the board or overhead. Teacher reads the word. Students repeat.	<input type="text"/>
49. 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.	<input type="text"/>
50. 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.	<input type="text"/>
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.)	<input type="text"/>
52. The Trick Words step of the lesson is completed in about 5 minutes.	<input type="text"/>

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.	<input type="text"/>

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.	<input type="text"/>
The teacher covered an appropriate amount of material for the time allocated.	<input type="text"/>
The delivery of the lesson was paced to students' needs.	<input type="text"/>

COMMENTS:

TOTAL NUMBER OF BLANK RATINGS: *

Fidelity Score:

Submit