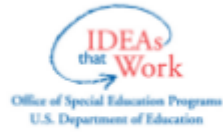




PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction



RAVE-O Fidelity 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 NAME:

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:

Lesson Plan Format:

45 Minute Lesson

30 Minute Lesson

Read the following statements and check the box that best describes 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 Not Observed - 0 (Select this option if an instructional skill should have been implemented and was not) Improperly Implemented - 1 Somewhat Properly Implemented - 2 Appropriately Implemented - 3 LEAVE THE RATING BLANK if an instructional skill was not applicable to the lesson being taught) SET UP/MANAGEMENT

- | | Rating |
|---|--------|
| 1. Evidence of lesson preparation prior to instruction is evident. | _____ |
| 2. Necessary teacher and student materials readily available (Teacher Guide, Wordwork Books, Minute Anthologies). | _____ |
| 3. Lesson begins within 2-3 minutes of designated time. | _____ |
| 4. Materials displayed to enhance instruction (word wall, tip posters, word web). | _____ |
| 5. Various instructional strategies are used to maintain engagement: choral responses, partner work, individual | _____ |
| 6. Manipulatives and multisensory techniques are used to enhance student learning (treasure chest, starter/rime pattern cards, magnifying glass). | _____ |

TEACHER/STUDENT ENGAGEMENT

- | | Rating |
|---|--------|
| 7. Teacher delivers instruction according to Teacher Guide. | _____ |
| 8. Teacher delivers instruction at a brisk pace- adhering to specified time amounts in Teacher's guide ("At a Glance") | _____ |
| 9. Student behavior is compliant with established expectations, procedures and routines. | _____ |
| 10. All students are on-task and actively engaged; off-task behavior is addressed. | _____ |
| 11. Immediate re-teaching, reinforcement and feedback are implemented based upon student needs. | _____ |
| 12. Lesson addressed all components of POSSuM:P- PhonologyO- OrthographyS- SemanticsS- SyntaxM- Morphology (plus Retrieval) | _____ |

RAVE-O LESSON

	Rating
13. Step 1: Evidence of Planning • Referred to Teacher's Guide • Referred to "At a Glance Planner"	_____
14. Step 2 Welcome Activity • Delivered as scripted (Oral review of different meanings of CORE words).	_____
15. Step 2: Warm-Up • reviews previously learned tips and skills.	_____
16. Step 3: New Core Words Introduced • Used a semantic activity (Ms MIM). • Variety of activities are used to encourage students to think about the multiple meanings (props, definitions, questions) • Used Semantic Resource Sheets in Tchr. Resource Guide.	_____
17. Step 3: Sound-Symbol Correspondences • Reviewed Core Words using Starter and Rime Pattern Cards (and "Jam-Slam" Tip *starting Unit 4).	_____
18. Step 4: Multisensory activities • Students guided through hands-on activities to help them learn and build words, phrases, and sentences.	_____
19. Step 4: Wordwork books • Reinforces key skills and concepts • Students could practice writing Core Words and their Rime patterns, write sentences w/ Core Words or review Eye-Spy words.	_____
20. Step 6: Read and discuss Minute Stories. • Teacher: picture walk/ questioning • Students: read Minute / track with fingerS	_____
21. Step 6: Later lessons, comprehension strategies • Students apply to their reading of Minute Stories. (Think Thrice Tip- Think Ahead, Think Back, Think for Yourself)	_____
22. Step 7: Ticket out the Door activity • Reinforces words, tips, and skills learned during that lesson • Ends every lesson	_____
23. Transitions between steps are smooth and quick.	_____

USE OF ASSESSMENTS

	Rating
24. Evidence of end of unit assessments administered and scored. These include: POSSuM, RAN, and Minute Stories	_____
25. Data is used to inform instruction with activities for reinforcement and re-teaching used as needed. (If/then... sections)	_____
26. Step 5: Formal and informal assessments are used to adjust instruction. Pair/Individual time is provided to practice accuracy then fluency at the word and sentence level.	_____
27. Selected Consolidation Days reflect knowledge of student skill mastery. (Unit 4, Unit 9 and Unit 16)	_____

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:

Once this form is submitted, the information below will automatically be calculated and a final report will be sent via email to the observer along with an electronic version of the completed observation form.

Total Number of BLANK _____
 Rating fields _____

