

 Header Image

Foundations Level 2 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:

ex: myname@example.com

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

- Yes
 No

DATE OF OBSERVATION : *

mm-dd-yyyy



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 written lesson plan for every session focusing on trouble spots and previously taught skills.	<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"/>

DICTIONATION - SOUNDS

	Rating
8. Teacher dictates the sound, students echo the sound, and students write the letter that makes the sound.	<input type="text"/>
9. A student names the letter orally or points to standard cards; students check their work and correct as needed.	<input type="text"/>
10. The sounds dictation step of the lesson is completed in about 5 minutes.	<input type="text"/>

DICTIONATION - WORDS

	Rating
11. Teacher dictates a sound/word from current unit; students echo. Teacher uses the word in sentence.	<input type="text"/>
12. All students tap the word and orally spell it before writing. Students write the word. A student is selected to	<input type="text"/>

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 5-10 minutes.

DICTIONATION - TRICK WORDS

	Rating
16. Teacher dictates a word from current unit; students echo. Teacher uses the word in sentence.	<input type="text"/>
17. Teacher asks what the first syllable is. Students respond.	<input type="text"/>
18. Students write the word and scoop the word into syllables. A student is selected to write it on the Syllable Frames. A student at the board spells the word orally.	<input type="text"/>
19. Student says first syllable then spells it. Reads second syllable and spells it. Students scoop syllables as they read entire word.	<input type="text"/>
20. Teacher directs students to check work and make corrections.	<input type="text"/>
21. The trick words dictation step of the lesson is completed in about 5 minutes.	<input type="text"/>

DICTIONATION - SPELLING OPTION PROCEUDRE

	Rating
22. 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.	<input type="text"/>
23. Student taps out the sounds. Teacher asks which sound has option and what ways this sound can be spelled.	<input type="text"/>
24. Students write the word leaving a box for the sound option. Teacher demonstrates on board.	<input type="text"/>
25. 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.	<input type="text"/>
26. Teacher directs students to check work and make corrections.	<input type="text"/>
27. The spelling option dictation step of the lesson is completed in about 5-10 minutes.	<input type="text"/>

DICTIONATION - TRICK WORDS

	Rating
28. 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).	<input type="text"/>
29. 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.	<input type="text"/>
30. One student will write the word on the classroom board. Students check their spelling.	<input type="text"/>
31. The trick words dictation step of the lesson is completed in about 5 minutes.	<input type="text"/>

DICTIONATION – SENTENCES

	Rating
32. Teacher says the sentence in phrases. Students repeat and write the sentence. Teacher repeats the sentence, as needed, and circulates and guides students with questioning.	<input type="text"/>

33. 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.	<input type="text"/>
34. 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.	<input type="text"/>
35. The sentences dictation step of the lesson is completed in about 5 minutes.	<input type="text"/>

DRILL SOUNDS

	Rating
36. Teacher uses Large Sound Cards to model letter-keyword-sound, students echo. Teacher points with Baby Echo to Standard Cards saying letter-keyword-sound, students echo.	<input type="text"/>
37. Vowels are reviewed daily. Consonants are selected to include new ones and difficult sounds.	<input type="text"/>
38. The sounds drill step of the lesson is completed in about 3-5 minutes. Variation: A student can be the drill leader.	<input type="text"/>

ECHO/LETTER FORMATION

	Rating
39. 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"/>
40. 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"/>
41. Teacher asks what says that sound. A chosen student answers by naming the letter that makes that sound.	<input type="text"/>
42. A selected student repeats the sound, names the letter, and then points to it on Standard Sound Card display.	<input type="text"/>
43. The Echo/letter formation step of the lesson is completed in about 2-3 minutes.	<input type="text"/>

ECHO/FIND WORDS

	Rating
44. Teacher dictates the sound/word and holds up Echo. Students repeat the sound/word. For Sounds: Teacher says, "What says / ___/? Students point to the letter that makes the sound. Students name the letter.	<input type="text"/>
45. For Words: Teacher says, "Elbows up, lets tap the word ____." Teacher and students tap out the word. Teacher directs students to find the Tiles to make the word on the Building Boards.	<input type="text"/>
46. Teacher selects a student to spell the word orally. Teacher (or student) makes the word with sound cards. Teacher directs all students to check their spelling and correct it if necessary.	<input type="text"/>
47. Teacher walks around the room to check answers and uses error correction and questioning techniques.	<input type="text"/>
48. The Echo/find words step of the lesson is completed in about 5-7 minutes.	<input type="text"/>

ECHO/FIND WORDS - MULTISYLLABIC

	Rating
49. Teacher dictates the sound/word and holds up Echo. Students repeat the word in syllables, touching the blank	<input type="text"/>

syllable cards as they say each syllable.	
50. Students say the first syllable again and write it in the first frame with a dry erase marker. They use the same procedure for second syllable.	<input type="text"/>
51. Students read the word back to themselves or aloud, saying each syllable as they scoop beneath it.	<input type="text"/>
52. Student is selected to say the first syllable and spell it orally, repeating for the following syllables.	<input type="text"/>

ECHO/FIND WORDS – SPELLING OPTIONS PROCEDURE

	Rating
53. Teacher dictates a word from the current unit letting them know they will be spelling a word with a spelling option; Teacher dictates, students echo. Teacher uses the word in sentence.	<input type="text"/>
54. Student taps out the sounds. Teacher asks which sound has option and what ways this sound can be spelled.	<input type="text"/>
55. Students pull down the letter tiles to spell the word, and put a blank tile for the spelling option. Teacher does the same on board.	<input type="text"/>
56. Students put possible spellings for sound under the blank tile. Student looks up word in the Student Notebook. Student could also look up word using a spell checker or dictionary.	<input type="text"/>
57. Teacher directs students to replace blank with correct letter tile. Student is selected to spell orally while others check their work.	<input type="text"/>

INTRODUCE NEW CONCEPTS

	Rating
58. 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
59. 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.	<input type="text"/>
60. 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"/>
61. Teacher shows the letter on the Standard Sound Card and explains it is the same letter with the same sound.	<input type="text"/>

MAKE IT FUN

	Rating
62. 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"/>

QUICK DRILL

	Rating
63. Trick Word Flashcards-Teacher presents Trick Word Flashcards and students quickly read words.	<input type="text"/>
64. Large Sound Card- Teacher uses these to model letter-keyword-	<input type="text"/>

sound, students echo.	
65. Standard Sound Card Drill- Teacher points with baby Echo to Standard Sound Cards saying letter-keyword-sound, students echo. Vowels are reviewed daily. Consonants and difficult sounds are selected to include new ones.	<input type="text"/>
66. Vowel Team Posters- In units 2-9, the teacher should use the Vowel Teams Poster to practice vowel teams each day. The teacher says letter-keyword-sound and students repeat.	<input type="text"/>
	<input type="text"/>

STORY TIME

	Rating
67 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"/>

TRICK WORDS

	Rating
68. 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 talks about the "tricky" part of the word.	<input type="text"/>
69. 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"/>
70. Teacher instructs students to sky write the word. Teacher checks that students are using the skywriting technique. Each time, the students must: say the word, spell it orally as they skywrite it, and say the word again.	<input type="text"/>
71. Teacher instructs students to sky write the word again, this time with eyes closed and visualizing the word. The students can pretend to write the word with paint coming from their fingers. Students then write the word with their finger on a surface (desk or building board.)	<input type="text"/>
72. Students add the new trick word to the Trick Word dictionary page in the Student Notebook.	<input type="text"/>
73. The trick words step of the lesson is completed in about 5 minutes.	<input type="text"/>

WORD OF THE DAY

	Rating
74. Teacher selects the Word of the Day and makes it with the Standard Sound Cards. The teacher re-teaches the word structure using the Word of the Day (see unit). (Tapping out the word.) Teacher shows students how to "mark up" the word or will select a student to do it.	<input type="text"/>
75. Teacher puts the word on an	

index card and adds it to Word of the Day pile. Teacher asks students what the word means and asks for sentences using the word.	<input type="text"/>
76. Teacher selects a short sentence and writes it on the board. Teacher asks the class to read the sentence and its meaning. Teacher directs students to write the sentence in the Student Notebook (at that time or at a later time).	<input type="text"/>
77. Teacher makes another 4-5 current words with Standard Sound Cards. For each word, the teacher will say, "Elbows up, let's tap" then ask questions as directed.	<input type="text"/>

WORD TALK

	Rating
78. Teacher selects 4-5 words from the accumulated Word of the Day index card packet, including 1-2 current unit and 2-3 from previous units. The teacher first makes each word with the Standard Sound Cards and students tap and read them. Students respond chorally or an individual student is called upon to answer.	<input type="text"/>
79. A selected student "marks up" the word. The student tells what the word means and uses it in a sentence. The student should be asked to give a word that means the same, and one that means something different.	<input type="text"/>
80. REVIEW WORDS: The Word of the Day packet is used as flashcards for students to quickly read words (without tapping). WORD CARD PACKET: The Word of the Day stack should be displayed on board or pocket chart.	<input type="text"/>
81. The word talk step of the lesson is completed in about 5-10 minutes.	<input type="text"/>

SUPPLEMENTAL ACTIVITIES ECHO/LETTER FORMATION

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

SKY-WRITE/LETTER FORMATION

	Rating
89. The Wilson Writing Grid (with Grid pictures) should be on the classroom board and should be at least 2 feet tall.	<input type="text"/>
90. Teacher tells students to point their arms out "straight as a pencil" and to point with 2 fingers.	<input type="text"/>
91. The teacher writes the letter on the Grid using the verbalization.	<input type="text"/>
92. 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"/>
93. Students skywrite the letter as the teacher provides verbal cues. Students say letter-keyword-sound.	<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"/>

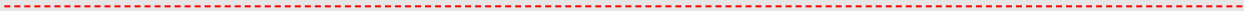
COMMENTS:

TOTAL NUMBER OF BLANK RATINGS: *

ex: 23

Fidelity Score

0



Submit