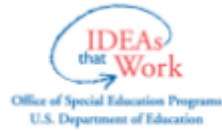




PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction



Number Worlds 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

WARM UP

| | Rating |
|--|--------|
| 1. Teaching materials are ready and organized. | _____ |
| 2. Seating arrangement for students is appropriate. | _____ |
| 3. Teacher uses manipulatives as specified within lesson. | _____ |
| 4. Teacher asks bolded questions as detailed within lesson. | _____ |
| 5. Teacher provides adequate examples for review. | _____ |
| 6. Teacher guides and facilitates discussion. | _____ |
| 7. Students are on task. | _____ |
| 8. Student progress is monitored and teacher intervenes appropriately when needed. | _____ |

ENGAGE

| | Rating |
|---|--------|
| 9. Teaching materials are ready and organized. | _____ |
| 10. Teacher introduces and develops lesson concepts through math talk. | _____ |
| 11. Rules and routines for math talk are evident among students. | _____ |
| 12. Teacher attends to all steps and details of specified Engage lesson. | _____ |
| 13. Teacher deviations from the Engage lesson are made to allow for student understanding. | _____ |
| 14. Guided discussion is developed through activities. | _____ |
| 15. Students are engaged and on task. | _____ |
| 16. Teacher circulates while students complete workbooks to provide positive comments on student work. (Levels C-G) | _____ |
| 17. Teacher asks students exploring, synthesizing, clarifying and/or refocusing questions when appropriate. | _____ |
| 18. Student progress is monitored and appropriately addressed. | _____ |
| 19. Students are offered a mathematically rewarding challenge if student pages are completed efficiently. (e.g. EMath Tools, Building Blocks) | _____ |

REFLECT

| | Rating |
|---|--------|
| 20. Teacher incorporates time for students to revisit their mathematical thinking. | _____ |
| 21. Teacher questions students with queries such as: "How do you know?" "Why?" and "How is that different?" and probes such as: "Tell me about...", "Show me how you did that..." | _____ |
| 22. Wait time is provided for students to respond to probing questions. | _____ |

ASSESS

| | Rating |
|---|--------|
| 23. Throughout the lesson, the teacher checked for students' understanding and gave immediate feedback. | _____ |
| 24. Teacher monitors seatwork and guides students towards making any needed corrections. (Levels C-G) | _____ |
| 25. Informal Assessment Checklists are completed. | _____ |

DATA COLLECTION

| | Rating |
|--|--------|
| 26. Weekly formal assessment data is recorded. | _____ |
| 27. Teacher provides evidence of differentiation within lesson plans (if students demonstrate minimal understanding or secure understanding) as specified in assessment lessons. | _____ |
| 28. Cumulative or End of Unit Assessment data is recorded. | _____ |
| 29. Student groups are performing at or above 80% mastery. | _____ |
| 30. Lesson pacing is adequate. | _____ |

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:
