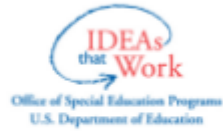




PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction



Corrective Reading 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

SET UP/MANAGEMENT

Rating

- 1. Materials are organized and readily available. _____
- 2. Teacher can see all students; students can see teacher. _____
- 3. Lesson begins within 2-3 minutes of designated time. _____
- 4. Rules for reading are posted, reviewed & referred to. _____
- 5. Teacher provides positive reinforcement/specific praise. _____
- 6. Teacher reinforces rules in a non-confrontational fashion. _____
- 7. All students are on-task; off-task behavior is addressed. _____

WORD ATTACK/BOARDWORK

Rating

- 8. Teacher delivers instruction according to script. _____
- 9. Teacher provides clear signals. _____
- 10. 100% of student responses are on signal and confident. _____
- 11. Teacher looks at students when they respond. _____
- 12. Teacher delivers instruction at a brisk pace.(at least 10-12 responses from students per minute) _____
- 13. Teacher affirms final responses. _____
- 14. Teacher corrects each student mistake properly. _____
- 15. Students start over after each error correction. _____
- 16. Teacher provides individual turns to check for mastery. _____
- 17. Students are tracking. _____
- 18. Teacher conducts "Word Attack Skills-Individual Tests" (Levels B1, B2, C). _____
- 19. Students meet Individual Test criterion on first attempt and earn points for Word Attack. _____
- 20. Teacher completes Word Attack in 10-15 minutes (B1-C). _____

STORY READING

Rating

- 21. Teacher reminds students of error limits for story parts.
- 22. Students are tracking.
- 23. Teacher corrects all errors immediately.
- 24. Teacher corrects all errors properly.
- 25. Students meet the error criterion or part is reread.
- 26. Teacher asks comprehension as designated.
- 27. Teacher correctly asks group vs. individual questions.
- 28. Teacher corrects comprehension errors properly.
- 29. Teacher affirms answers in complete sentences.
- 30. Teacher completes Story Reading in 15-20 minutes (B1-C)

BI, B2 AND C CHECK-OUTS

Rating

- 31. Seating/partners are pre-determined.
- 32. Transition occurs in 2 minutes or less.
- 33. Teacher prompts students to read, check and switch roles
- 34. Individual Reading Progress Charts are up-to date.
- 35. Students complete Check-outs within 10 minutes.

WORKBOOK

Rating

- 36. Teacher instructs when indicated during exercises.
- 37. Teacher monitors independent work during exercises.
- 38. Student work is graded and corrected.
- 39. Students are experiencing a high level of success.
- 40. Point charts in workbooks are complete and up-to-date.

DATA NOTEBOOK

Rating

- 41. Lessons taught are recorded on Lesson Gain Chart.
- 42. Student scores on Benchmark Tests or CBA's are recorded
- 43. When needed, teacher has re-taught and re-tested students who did not pass an assessment.
- 44. Teacher is averaging 4-5 lessons completed per week.
- 45. At least 80% of students within groups are at mastery.

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:
