



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



# Do the Math 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

### Management and Organization

- |   | Rating |
|---|--------|
| 1. Math vocabulary is posted.   | _____  |
| 2. DTM/DTM Now instruction is scheduled for 30 minutes each day.                                  | _____  |
| 3. Tables are arranged or desks are grouped to create space for small group and partner work.     | _____  |
| 4. Whiteboard, charts, easel, or DTM wall space is accessible and visible for instruction.        | _____  |
| 5. Teacher Guides and lesson materials are accessible and organized for instruction.              | _____  |
| 6. Transitions between whole (small) group and partner work are smooth, orderly and well managed. | _____  |
| 7. System is established for distributing student workspaces and tracking student work.           | _____  |

### Instructional Routines

- |  | Rating |
|--|--------|
| 8. Scripting from the Teacher Guide is used during direct instruction.   | _____  |
| 9. The gradual release model is used to teach explicitly.  | _____  |
| 10. Concrete manipulative are used to demonstrate concepts.  | _____  |
| 11. Mathematical representations are modeled and recorded on the board.  | _____  |
| 12. Accurate math vocabulary is modeled and consistently used during instruction.  | _____  |
| 13. Interactive whiteboard tools or teacher demonstration materials are used to model content strategies and activities. | _____  |
| 14. Multiple strategies to solving problems and understanding concepts are modeled and encouraged from students.         | _____  |

## Student Engagement

	Rating
15. Students are focused and participate throughout all steps of the gradual release model.	_____
16. Students work cooperatively with partners as directed for assigned instruction, games, Think-Pair-Share, etc.	_____
17. Manipulatives are utilized appropriately during instruction and partner work.	_____
18. Appropriate mathematics vocabulary is used by students during Think-Pair-Share, partner games, during instruction and discussions.	_____
19. An updated vocabulary glossary is kept by each student.	_____
20. Work Space pages are used to record thinking and demonstrate learning.	_____
21. Game rules and procedures are demonstrated by the students.	_____

## Ongoing Evaluation/Check for Understanding

	Rating
22. The math content is modeled and students are asked clarifying questions to demonstrate understanding before being released to work in pairs.	_____
23. Student responses are acknowledged with appropriate feedback provided during direct instruction.	_____
24. Students are monitored for understanding during partner work to assess readiness for release to independent work.	_____
25. Students demonstrate the ability to apply concepts taught from the first lesson to other lessons throughout the week.	_____
26. Evidence from games and student interaction during partner work is gathered to provide a means to evaluate student understanding.	_____
27. Appropriate use of mathematics vocabulary is noted with appropriate feedback during Think-Pair-Share, games, partner work, and instruction.	_____
28. Work Space pages are collected and used to understand and evaluate student understanding and growth.	_____
29. Recorded work (Vocabulary Glossary, Concept Webs, and Other recorded work) is collected and used to evaluate student understanding and growth.	_____

## Progress Monitoring

	Rating
30. Beginning of Module Assessment is given, scored and recorded on the DTM Assessment and Tracking form.	_____
31. "Show What You Know" results from lessons 5 and 10 are used if a student scores above 80% on the Beginning of Module Assessment to determine placement in module.	_____
32. Data is shared with administrators and parents.	_____
33. "Show What You Know" pages are completed by each student and used to monitor understanding and progress.	_____
34. Module pacing is adjusted based on the results of every 5th lesson.	_____
35. Teacher gives, scores, records and evaluates End of Module Assessment for growth.	_____

**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:**

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**TOTAL NUMBER OF BLANK RATINGS:**

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