



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



Fundations Level 1 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

Click to edit this text...

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

GENERAL LESSON PROCEDURES

- 1. Teacher prepares a lesson plan for every lesson. Rating _____
2. Lesson Activities are presented in the order prescribed for Unit _____ Week _____ Day _____. Rating _____
3. Lesson Activity pacing is appropriate. Rating _____
4. Teacher is able to manage materials to transition from one activity to the next. Rating _____
5. Questioning techniques are used throughout the lesson. Rating _____
6. Lessons include discussion of vocabulary. Rating _____
7. Progress Monitoring tools were in place (encoding & decoding). Rating _____

DICTIONATION - SOUNDS

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

DICTIONATION - WORDS

- 11. Teacher dictates a sound/word from current unit; students echo. Teacher uses the word in sentence. Rating _____
12. All students tap the word and orally spell it before writing. Students write the word. A student is selected to spell the word orally or write it on board. Students check their work and correct as needed. Rating _____
13. Teacher directs students to "mark up" review and current words. Rating _____
14. The words dictation step of the lesson is completed in about 5-10 minutes. Rating _____

DICTATION - TRICK WORDS

Rating

16. 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.

17. 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.

18. 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.

19. Teacher and students tap each word (not trick words). Students correct their work. Students "mark up" the words as appropriate.

20. The sentences dictation step of the lesson is completed in about 5 minutes.

DRILL SOUNDS

Rating

21. 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.

22. Vowels are reviewed daily. Consonants are selected to include new ones and difficult sounds.

23. The sounds drill step of the lesson is completed in about 3-5 minutes. Variation: A student can be the drill leader.

ECHO/LETTER FORMATION

Rating

24. 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.

25. 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

26. Teacher asks what says that sound. A chosen student answers by naming the letter that makes that sound.

27. A selected student repeats the sound, names the letter, and then points to it on Standard Sound Card display.

28. The Echo/letter formation step of the lesson is completed in about 2-3 minutes.

ECHO/FIND SOUNDS & WORDS

Rating

29. 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.

30. 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.

31. 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.

32. Teacher walks around the room to check answers and uses error correction and questioning techniques.

33. The Echo/find words step of the lesson is completed in about 5-7 minutes.

INTRODUCE NEW CONCEPTS

Rating

34. This activity will vary each time. Follow the Unit guide for the week and day. Use the space provided to record procedures..

LETTER-KEYWORD-SOUND

Rating

35. 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.

36. 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.

37. Teacher shows the letter on the Standard Sound Card and explains it is the same letter with the same sound.

MAKE IT FUN

Rating

38. This activity will vary each time. Follow the Unit guide for the week and day. Use the space provided to record procedures.

STORY TIME

Rating

39. This activity will vary each time. Follow the Unit guide for the week and day. Use the space provided to record procedures.

STUDENT NOTEBOOK 1

Rating

40. This activity will vary each time. Follow the Unit guide for the week and day. Use the space provided to record procedures.

TRICK WORDS

Rating

41. 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.

42. 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.

43. 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.

44. 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.)

45. Students add the new trick word to the Trick Word dictionary page in the Student Notebook.

46. The trick words step of the lesson is completed in about 5 minutes.

WORD OF THE DAY

Rating

47. 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.
48. 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.
49. 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).
50. 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.

WORD TALK

Rating

51. 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. 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.
53. 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.
54. The word talk step of the lesson is completed in about 5-10 minutes.

ALPHABETICAL ORDER

Rating

55. Students match letter tiles to the Alphabet Overlay in order (a first, then b)
56. Teacher/students recite alphabet while teacher points to Standard Card display, pausing at the end of each row.
57. The alphabetical order step of the lesson is completed in about 10 minutes.

ECHO/LETTER FORMATION

	Rating
58. Students are directed to be in the proper writing position (chairs pulled in, feet on floor, hands on table).	_____
59. Teacher cues students to proper pencil grip. "Pinch it, rest it, and put it on the table."	_____
60. Teacher says a sound and holds up Echo. Students repeat the sound. Teacher says, "what says /_/_."	_____
61. A student is called upon to name the letter. Teacher (or student) writes the letter on the Writing Grid on Board.	_____
62. All students write the answer on their Dry Erase Tablet as the teacher directs them with the letter verbalization.	_____
63. Teacher again asks "what says /_/_." All students will respond with the letter name.	_____
64. The Echo/letter formation step of the lesson is completed in about 5 minutes.	_____

SKY-WRITE/LETTER FORMATION

	Rating
65. The Wilson Writing Grid (with Grid pictures) should be on the classroom board and should be at least 2 feet tall.	_____
66. Teacher tells students to point their arms out "straight as a pencil" and to point with 2 fingers.	_____
67. The teacher writes the letter on the Grid using the verbalization.	_____
68. 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.	_____
69. Students skywrite the letter as the teacher provides verbal cues. Students say letter-keyword-sound.	_____

VOWEL EXTENSION

	Rating
70. Teacher extends the vowel sound while tracing the line to the keyword picture. Student can trace the line while others extend the vowel sound.	_____

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:
