



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



Fundations 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:

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

GENERAL LESSON PROCEDURES

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

DICTATION - SOUNDS

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

DICTATION - WORDS

- | | |
|--|--------|
| | Rating |
| 11. Teacher dictates a sound/word from current unit; students echo. Teacher uses the word in sentence. | _____ |
| 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. | _____ |
| 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. | _____ |

DICTATION - TRICK WORDS

Rating

16. Teacher dictates a word from current unit; students echo. Teacher uses the word in sentence.
17. Teacher asks what the first syllable is. Students respond.
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.
19. Student says first syllable then spells it. Reads second syllable and spells it. Students scoop syllables as they read entire word.
20. Teacher directs students to check work and make corrections.
21. The trick words dictation step of the lesson is completed in about 5 minutes.

DICTATION - SPELLING OPTION PROCEDURE

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

DICTATION - 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).
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.
30. One student will write the word on the classroom board. Students check their spelling.
31. The trick words dictation step of the lesson is completed in about 5 minutes.

DICTATION – 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.
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.
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.
35. The sentences dictation step of the lesson is completed in about 5 minutes.

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.
37. Vowels are reviewed daily. Consonants are selected to include new ones and difficult sounds.
38. 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

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

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.
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.
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.
47. Teacher walks around the room to check answers and uses error correction and questioning techniques.
48. The Echo/find words step of the lesson is completed in about 5-7 minutes.

ECHO/FIND WORDS - MULTISYLLABIC

Rating

49. Teacher dictates the sound/word and holds up Echo. Students repeat the word in syllables, touching the blank 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.
51. Students read the word back to themselves or aloud, saying each syllable as they scoop beneath it.
52. Student is selected to say the first syllable and spell it orally, repeating for the following syllables.

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.

54. Student taps out the sounds. Teacher asks which sound has option and what ways this sound can be spelled.

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.

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.

57. Teacher directs students to replace blank with correct letter tile. Student is selected to spell orally while others check their work.

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.

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.

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.

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

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.

QUICK DRILL

Rating

63. Trick Word Flashcards-Teacher presents Trick Word Flashcards and students quickly read words.

64. Large Sound Card- Teacher uses these to model letter-keyword-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.

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.

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 do so. 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.

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

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).

83. Teacher cues students to proper pencil grip. "Pinch it, rest it, and put it on the table."

84. Teacher says a sound and holds up Echo. Students repeat the sound. Teacher says, "what says /_/_."

85. A student is called upon to name the letter. Teacher (or student) writes the letter on the Writing Grid on Board.

86. All students write the answer on their Dry Erase Tablet as the teacher directs them with the letter verbalization.

87. Teacher again asks "what says /_/_." All students will respond with the letter name.

88. The Echo/letter formation step of the lesson is completed in about 5 minutes.

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.

90. Teacher tells students to point their arms out "straight as a pencil" and to point with 2 fingers.

91. The teacher writes the letter on the Grid using the verbalization.

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.

93. Students skywrite the letter as the teacher provides verbal cues. Students say letter-keyword-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:
