



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



Fundations Level K 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 lesson plan for every lesson. | _____ |
| 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). | _____ |

ALPHABETICAL ORDER

- | | Rating |
|--|--------|
| 8. Students match letter tiles to the Alphabet Overlay in order (a first, then b) | _____ |
| 9. Teacher/students recite alphabet while teacher points to Standard Card display, pausing at the end of each row. | _____ |
| 10. The alphabetical order step of the lesson is completed in about 10 minutes. | _____ |

DICTATION SOUNDS/WORD (DRY ERASE)

- | | Rating |
|---|--------|
| 11. Teacher dictates a sound/word from current unit; students echo. | _____ |
| 12. For Sounds: All students write the letter that makes the sound. Teacher selects student to name the letter. | _____ |
| 13. For Words: All students tap the word and orally spell before writing. Students write the word. | _____ |
| 14. Teacher selects a student to spell the word orally or write it on the classroom board. Students check their work and correct as needed. | _____ |
| 15. The sounds/word dictation step of the lesson is completed in about 5-10 minutes. | _____ |

DRILL SOUNDS

Rating

16. Teacher uses Large Sound Cards to model letter-keyword-sound, students echo. Variation: A student is the drill leader.

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

18. The sounds drill step of the lesson is completed in about 3-5 minutes.

ECHO/FINDS LETTERS

Rating

19. 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.

20. 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

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

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

23. The Echo/ Finds Letters step of the lesson is completed in about 2-3 minutes.

ECHO/LETTER FORMATION

Rating

24. Students are directed to be in the proper writing position (chairs pulled in, feet on floor, hands on table).

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

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

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

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

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

30. The Echo/letter formation step of the lesson is completed in about 5-7 minutes.

INTRODUCE NEW CONCEPTS

Rating

31. 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

32. 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.

33. 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.

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

35. The Letter-Keyword-sound step of the lesson is completed in about 2 - 3 minutes.

SKY-WRITE/LETTER FORMATION

Rating

36. The Wilson Writing Grid (with Grid pictures) should be on the classroom board and should be at least 2 feet tall.
37. Teacher tells students to point their arms out “straight as a pencil” and to point with 2 fingers.
38. The teacher writes the letter on the Grid using the verbalization.
39. 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.
40. Students skywrite the letter as the teacher provides verbal cues. Students say letter-keyword-sound.
41. The Sky-Write/Letter Formation step of the lesson is completed in about 2 - 3 minutes.

MAKE IT FUN

Rating

42. 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

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

STUDENT NOTEBOOK K

Rating

44. For New Letters: Teacher directs student to find the letter that they are working on in the Student Notebook and asks: What is the name of the letter? What is the picture to help us remember the sound? What is the sound that this letter makes? Teacher says the letter-keyword-sound and students echo.
45. Teacher directs students to trace the letter with their finger while giving saying the letter verbalization. This should be done several times. Students can color keyword picture. Teacher circulates and asks students to demonstrate the tracing and produce the letter-keyword-sound.
46. Teacher directs students to trace the letter with their finger while giving saying the letter verbalization. This should be done several times. Students can color keyword picture. Teacher circulates and asks students to demonstrate the tracing and produce the letter-keyword-sound.
47. The Student Notebook step of the lesson is completed in about 5 minutes.

TRICK WORDS

Rating

48. A Trick Word is written in very large letters on the board or overhead. Teacher reads the word. Students repeat.

49. Teacher presents the flashcard and explains talks about the “tricky” part of the word. 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.

50. Teacher instructs students to sky write the word. Teacher checks that students are using the skywriting technique. The students can pretend to write the word with paint coming from their fingers.

51. Each time, the students must: say the word, spell it orally as they skywrite it, and say the word again. Teacher instructs students to sky write the word again, this time with eyes closed and visualizing the word. Students then write the word with their finger on a surface (desk or building board.)

52. The Trick Words step of the lesson is completed in about 5 minutes.

WORD PLAY

Rating

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

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: