



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



Just Words 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 LESSONS

- | | 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 the unit/week/day and pacing is according to guide. | _____ |
| 3. Teacher manages materials to transition from one activity to another. | _____ |
| 4. Questioning techniques are used throughout the lesson. | _____ |
| 5. Lesson includes a discussion of vocabulary. | _____ |
| 6. For day 1 only: progress check was done with students being given 15 seconds to write each phrase. For day 10 only: Unit Dictation Test was given according to the specifications in the instructor manual. | _____ |

JUST START!

- | | Rating |
|---|--------|
| 7. The activity is up and ready for students to begin working immediately. Students are given five minutes to complete. | _____ |
| 8. Students are working on the correct activity according to the day's lesson. (Days 2 & 6-HF Words, Days 3, 4, 8, 9-Demo Words, Days 5 & 7-Apply Concepts) | _____ |

WARM UP/DRILL SOUNDS (DAYS 3 & 8)

- | | Rating |
|--|--------|
| 9. Teacher points to sound card. Students respond in unison and/or individually. | _____ |
| 10. Teacher works through all vowels (keeping letter-keyword-sound), new or challenging sounds and selected review sounds. | _____ |
| 11. Teacher ensures correct sound production. | _____ |

WARM UP/FLASH CARD REVIEW (DAYS 4 & 9)

- | | Rating |
|---|--------|
| 12. Teacher present high frequency word cards and students read quickly. | _____ |
| 13. After Bonus Unit 1, teacher includes prefix/root cards and discusses the meanings of a few. | _____ |

HIGH FREQUENCY WORDS (DAYS 2 & 6)

Rating

14. Teacher presents high frequency word flash cards. If they cannot read, teacher tells the word, explains tricky parts and gives cues or mnemonics, as needed.

15. Students write the word on desk with finger (up to 3 times) saying letters as they write and whole word when finished.

16. Students check their Challenge Book pre-test to determine if they misspelled any words.

TEACH A NEW SOUND

Rating

17. Teacher tells the students the name of the letter(s), keyword, and sound. Students repeat and add picture to Notebook. Teacher ensures correct sound production.

TEACHER BUILDS WORDS

Rating

18. Teacher builds word with sound cards and/or syllable frames as appropriate.

19. Teacher explains word structure and discusses new concepts. Students tap sounds or divide syllables in order to read the word.

20. Teacher builds additional words (including nonsense as directed) to be discussed and quickly decoded.

WORD TALK

Rating

21. Teacher presents selection of Word Talk cards for students to read quickly.

22. Teacher displays several words. Students find, read and mark up the words as directed in the instructor manual.

DICTATION WORDS

Rating

23. Teacher dictates a word; students repeat and then tap the word.

24. Students write the word and all students spell the word aloud.

25. Once review and current words are complete, teacher has a student reread all of the words. Teacher directs students as to how to mark up their lists.

Multi-syllabic 26. Teacher dictates a word and students repeat.

27. Students orally name each syllable touching syllable frames.

28. Students name each syllable again, spelling and writing each syllable as it is said. (i.e. pub- p, u, b / lish-l, i, sh). Then immediately read the word back and scoop syllables.

29. Teacher directs the students as to how to mark up their lists.

Spelling Option 30. Teacher dictates a word with a spelling option and students repeat.

31. Students tap individual sounds to isolate and identify the spelling option.

32. Students write the word, leaving a blank for the spelling option. Then they write out each possible option (entire word) and name the letters.

33. Teacher has one student use a dictionary or spell checker to find the correct spelling. All students write the correct option in the blank.

34. Teacher directs the students to mark up their lists.

High Frequency 35. Teacher dictates a high frequency word and students repeat.

36. Teacher reminds students that these words cannot be tapped and must be memorized. Students orally spell the word while using finger to write it on desk, and then say the whole word.

37. Students write the word naming the letters as they write. All students spell the word aloud chorally.

DICTATION PHRASES

Rating

38. Teacher dictates a phrase. Students repeat and write independently.

39. Proofreading occurs: capitalize proper nouns, circle high frequency words, tap one syllable and scoop multi-syllabic words. Reread entire phrase.

DICTATION SENTENCES

Rating

40. Teacher dictates sentence using prosody. Students repeat the entire sentence and write independently. Teacher repeats sentence, if necessary.

41. Proofreading occurs: point to words as teacher rereads sentence, capitalize and punctuate, circle high frequency words, tap one syllable and scoop multi-syllabic words, then scoop to phrase the sentence and student(s) read(s) it.

STUDENTS BUILD WORDS

Rating

Echo Sounds⁴². Teacher dictates sound. Students repeat and point to the correct letter tiles, naming all learned responses.

One syllable words⁴³. Teacher dictates word. Students repeat and tap (as needed)

44. Students build word with phoneme tiles. Student(s) say and spell word.

Multi-syllabic words⁴⁵. Teacher dictates word. Students repeat then name each syllable while pointing to syllable frames.

46. Students name and spell each syllable as they build it on syllable frames. Students read word again while scooping the syllables.

Spelling Option⁴⁷. Teacher dictates word. Students repeat and use blank tiles to represent options, placing the correct letter tiles for that option below the blank tile.

48. Once each option has been tried, spell checker or dictionary is used to determine the correct spelling and place correct tile in place of the blank. Students spell word correctly.

PHRASE IT/PRACTICE (DAYS 5 & 7)

Rating

49. Students read bold words first. Then, scooping with finger, read phrases.

50. Teacher asks concept questions from the unit content.

51. Teacher selects students to choose a phrase and use it in a sentence, then writes one or two of the sentences on the board.

PHRASE IT STORY (DAY 7)

Rating

52. Students chorally read story from Challenge book. They scoop sentences into phrases (discuss phrasing as needed). They reread orally while scooping with finger.

53. Students retell the passage, using visualization as a guide.

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:
