Read 180
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:

START TIME:

_____

END TIME:

_____

LESSON Number:

_____

Class schedule is:

An average of 90-120 minutes daily

Daily, but less than 90 mins (45 mins)

Block Schedule 90 mins every other day

Other

Class size is:

21 or less

Over 21

Read 180 print materials accessible to teachers and students:

Yes

No

If "No", then please choose one of the following:

Sharing a stage

Full stage, but missing some materials

No print materials available

All computers (for 1/3 of class) are functioning and accessible:

Yes

No

If "No", then please choose one of the following:

No issues visible on visit but there are ongoing and inconsistent tech concerns with freezing, critical errors, screen resolution, etc.

Need software maintenance

All auxillary equipment accessible and functioning:

Yes

No

If "No", then please choose one of the following:

Need headphones

Need microphones

Need CD/Cassette players

☐ Need microphones
☐ Need CD/Cassette players

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

CLASSROOM STRUCTURE AND ORGANIZATION

Rating
_____

1. Classroom setup has designated appropriate rotational space, allowing for ease of movement. Examples of Success (includes but not limited to) • Designated areas for each rotation• "One-way" flow of traffic• Teacher placed to view all rotations

_____

2. Classroom is welcoming and print-rich. Examples of Success (includes but not limited to) • READ 180 posters and word walls evident• Posted rituals and routines• Classroom theme• Music during transitions

_____

3. Materials and equipment are orderly and accessible to teacher and students. Examples of Success (includes but not limited to) • Organizational system for student materials• Student library organized and Lexiled• System for keeping track of student work

_____

4. All rotations are timed appropriately with smooth transitions. Examples of Success (includes but not limited to) • Use of timer or clock• Evidence of transition routines• Rituals for students putting materials away

_____

5. During conference with teacher: Evidence of teacher providing students with performance feedback and goal-setting. Examples of Success (includes but not limited to) • SAM reports pulled regularly• System established for conferencing• Use of rBook or other documentation for goal-setting

_____

WHOLE GROUP INSTRUCTION

Rating
_____

6. Teacher using lesson plans from rBook, RDI, or other related materials that appropriately extend rBook lessons. Examples of Success (includes but not limited to) • Evidence of use of rBook engagement routines• Use of sentence starters and other scaffolds• During checkpoints, non-rBook lesson extensions are tied thematically or by skill

_____

7. Teacher actively involving all students in lesson. Examples of Success (includes but not limited to) • Evidence of use of rBook engagement routines

_____

8. Students incorporating scaffolded written responses to rBook lesson. Examples of Success (includes but not limited to) • Written responses in rBook or notebook• Written responses use sentence starters or other scaffolds

_____

9. Teacher and students using Anchor DVD at appropriate times. Examples of Success (includes but not limited to) • Anchor DVD used at beginning of workshop• Anchor DVD used before each reading• Students complete viewing activities

_____

10. Wrap-Up (last 10 minutes) is apparent and purposeful

_____

Small-Group Instruction

Rating
_____

11.Teacher using lesson plans from rBook, RDI, or other related materials that appropriately extend rBook lessons Examples of Success (includes but not limited to)• Evidence of use of rBook engagement routines• Use of sentence starters and other scaffolds• During checkpoints, non-rBook lesson extensions are tied thematically or by skill

_____

12. Teacher individually checks for understanding and provides feedback Examples of Success (includes but not limited to)• Immediate verbal feedback• Written feedback given in rBook or student journals (i.e. grades, notes, teacher initials, etc.)

_____

13. Students incorporating scaffolded written responses to rBook lesson Examples of Success (includes but not limited to)• Written responses in rBook or notebook• Written responses use sentence starters or other scaffolds

_____

14. Teacher stops at checkpoints and uses resources to differentiate instruction Examples of Success (includes but not limited to)• Student groupings are posted• Teacher gives different assignments to each group, based on need using RDIs• Teacher differentiates instruction for PS days

_____

15. During conference with teacher: Students grouped based on data and instructional needs Examples of Success (includes but not limited to)• Use of SAM data to group students• Use of anecdotal evidence to group students• Teacher re-groups based on instructional needs

_____

Independent Reading Rotation

Rating
_____

16. Students are choosing appropriate books based on their reading abilities and interests Examples of Success (includes but not limited to)• Students can state their Lexiled reading level• Students choose appropriately leveled books• Students articulate interest in book they are reading

_____

17. Paperbacks and audiobooks are organized and accessible for student use Examples of Success (includes but not limited to) • Paperbacks organized by Lexile level• Classroom library poster posted• Non-READ 180 books have been Lexiled

_____

18. Students are actively engaged in reading silently or with accompanying audio Examples of Success (includes but not limited to) • Students in reading rotation all have books• Students appear to be focused on reading • Teacher re-directs off-task behavior

_____

19. Written methods of accountability are in place to track student reading Examples of Success (includes but not limited to) • Reading logs or reading journals• QuickWrites• Comprehension checks/Graphic Organizers• Student presentations

_____

20. Students regularly using Reading Counts! quizzes Examples of Success (includes but not limited to) • Quiz usage is evident• Students describe RC! Quiz procedures• Students track RC! Quiz progress

_____

21. During conference with teacher: Reading recognition / incentives in place Examples of Success (includes but not limited to) • Goal-setting conferences with students• Tracking words, pages, or books read

_____

Instructional Software Rotation

Rating
_____

22. Students work on READ 180 software 20 minutes each day (or routinely within schedule) Examples of Success (includes but not limited to)• Students working on READ 180 software• Posted procedures and routines for software usage

_____

23. Students are engaged in appropriate computer usage (READ 180, RC, SRI, or rSkills) Examples of Success (includes but not limited to) • Students begin work in Reading Zone• Students stay focused on software activities• As needed, students access other R180 software (Reading Counts, SRI, rSkills)

_____

24. Teacher monitors on-task behavior Examples of Success (includes but not limited to) • Teacher redirects off-task behavior• No students accessing internet or non-READ 180 software

_____

25. During conference with teacher: Students receive teacher feedback on software progress Examples of Success (includes but not limited to) • SAM shows evidence of regular use• Students are aware of SAM data

_____

26. During conference with teacher: Alternate plans for when technology is unavailable. Examples of Success (includes but not limited to) • Routines and procedures in place for technology issues• Alternate student activities when technology is unavailable• Alternate lesson plans developed for substitute

_____

Progress Monitoring through SAM

Rating
_____

27. READ 180 Software: Overall and daily READ 180 Software usage is being monitored Examples of Success (includes but not limited to)• READ 180 usage reports are being viewed within recommended time periods• Average software sessions are consistent with time of year and across students• Average session length is between 16 – 19 minutes

_____

28. READ 180 Software: READ 180 Software data is being used to diagnose student needs and differentiate instruction Examples of Success (includes but not limited to)• READ 180 data reports are being viewed within recommended time periods• Both class and student READ 180 reports are being utilized to make instructional decisions based on individual student needs• Vocabulary, comprehension, fluency, and spelling data are being monitored for level of proficiency, and student feedback is being given to each student

_____

29. Scholastic Reading Inventory(SRI): SRI data is being used for student placement, instructional planning, and monitoring of student growth Examples of Success (includes but not limited to) • SRI reports are being viewed within recommended time periods• Majority of students (90% or more) are being tested at least 6 weeks apart • 50% or more have made gains in Lexile score

_____

30. Scholastic Reading Counts!: Reading Counts! Data is being used to monitor and encourage student participation in independent reading Examples of Success (includes but not limited to • Reading Counts! reports are being viewed within recommended time periods• Number of books read per student is appropriate for time of year• Average quiz scores and quiz success rates are 70% or higher • Students are reading books appropriate to their Lexile levels

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31. rSkills Tests: rSkills Reports or other rBook comprehensive data is being used to drive differentiated instruction Examples of Success (includes but not limited to) • Evidence of rSkills test administered at appropriate times• Avg. test scores are 70% or higher for both versions• Student rBook responses are used to make instructional decisions

_____

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: