



## S.P.I.R.E Fidelity 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

**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

**SET UP/MANAGEMENT**

- |   | Rating |
|---|--------|
| 1. Materials are organized and readily available.   | _____  |
| 2. Teacher can see all students; students can see teacher.                                | _____  |
| 3. Lesson begins within 2-3 minutes of designated time.                                   | _____  |
| 4. Teacher is able to quickly and easily manage the transition from one step to the next. | _____  |
| 5. Teacher provides positive reinforcement/specific praise.                               | _____  |
| 6. Active engagement with all students responding.  | _____  |
| 7. Teacher delivers Steps 1-10 as scripted and in correct order.                          | _____  |

**STEP 1: PHONOGRAM CARDS**

- |   | Rating |
|---|--------|
| 8. Teacher shows Phonogram Cards and Word Cards one at a time.  | _____  |
| 9. Teacher allows appropriate wait time for student's response. | _____  |
| 10. 100% of students respond orally.                            | _____  |
| 11. Teacher looks at students when they respond.                | _____  |
| 12. Teacher models correct sound production.                    | _____  |
| 13. Teacher affirms final responses.                            | _____  |
| 14. Teacher corrects each student mistake immediately.          | _____  |
| 15. Step 1 takes approximately 5 minutes.                       | _____  |

**STEP 2: PHONOLOGICAL AWARENESS**

- |   | Rating |
|---|--------|
| 16. Teacher leads students in oral sound awareness activities based on lesson. (Refer to Teacher's Guide) | _____  |
| 17. 100% of students respond orally.  | _____  |
| 18. Teacher corrects all errors immediately.  | _____  |
| 19. Appropriate materials are provided based on lesson.   | _____  |
| 20. Step 2 is completed in approximately 5 minutes  | _____  |

### STEP 3: WORD BUILDING

Rating

21. Teacher provides appropriate guidance in segmenting a word: -identifies the sounds in the word -models building the word using Small Letters
22. Students build words, one at a time.
23. Students can identify the sounds and letters with 100% accuracy.
24. Students use the appropriate format to build words: -pulls the sounds in a word using Small Letters -repeats the sounds as they track a finger under each letter -repeats the word fast
25. Step 3 is completed in approximately 5 minutes.

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### STEP 4: DECODING AND SENTENCE READING

Rating

26. Teacher guides students through decoding a series of words one at a time. -assists students in marking the vowel -breaking the word into individual sounds -blends sounds together to read the word
27. Teacher discusses vocabulary (synonyms, homonyms, sentences or multiple meanings).
28. For each word, student: -marks the words per teacher directions -breaks the word into individual sounds (as needed) -blends sounds to make the word
29. Students are experiencing a high level of success.
30. Step 4 is completed in approximately 10 minutes.

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### STEP 5: PREREADING

Rating

31. Teacher chooses words from reading selection to orally review letters/sounds.
32. Students orally identify the letters that make each sound in the word presented and then provides the sound for each letter or letter combinations.
34. Step 5 is completed in approximately 5 minutes.

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### STEP 6: READING (INTRODUCTORY LESSON)

Rating

35. Teacher identifies target sound. Provides students with Word Find Sheet.
36. Appropriate wait time is given to students to find words containing the target sound(s).
37. Students provide words that contain target sound(s). Words are then written on board (chart) by teacher.
38. Students mark words containing target sound(s) and checks them.
39. Teacher has sentences with target sound(s) written on the board ahead of time.
40. Students read sentences containing the new words with focus on fluency.
41. Step 5 is completed in approximately 15 minutes.

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### STEP 6: READING (REINFORCEMENT LESSON)

Rating

42. Teacher asks students to read sections of story silently then other sections aloud in their Reader.
43. Teacher introduces comprehension skill and graphic organizer.
44. Students individually answer comprehension questions and completes graphic organizer.
45. Step 6 is completed in approximately 15 minutes.

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## STEP 7: SOUND DICTATION

Rating

46. Teacher dictates ten sounds for students.

47. Teacher pronounces the sound accurately.

48. Students: -repeat the sound - writes the letter in their palm - names the letter - repeats the sound - writes letter(s)

49. Step 7 is completed in approximately 2 minutes.

## STEP 8: PRESPELLING

Rating

50. Teacher asks a series of questions for the target word based on Teacher Guide.

51. Students orally provide the individual sounds in the word, as requested by the teacher. (i.e. # of sounds, first sound, last sound, vowel sound, etc.)

52. Step 8 is completed in approximately 3 minutes.

## STEP 9: SPELLING

Rating

53. Teacher says each word then provides ample time for students to write that word.

54. Students: - repeat each word - name the letter(s) as they write the word in their palm - then write the word on their paper - after writing the word, sound out each letter - blend the sounds to make the word

55. Step 9 is completed in approximately 5 minutes.

## STEP 10: SENTENCE DICTATION

Rating

56. Teacher dictates sentences clearly. Teacher places dashes on the board for each word in the sentence.

57. Students repeat the sentence as teacher points to each dash. Students then say the sentence again making a dash on their paper, and write the sentence on the dashes.

58. Teacher monitors students work by circulating around the room.

59. Step 10 is completed in approximately 5 minutes.

## INDEPENDENT WORK

Rating

60. All students have a Student Portfolio with dated word and assessments.

61. Each student has a SPIRE workbook.

62. SPIRE Decodable Readers are available for students to read during Independent Work time.

63. SPIRE Magnet boards are well organized with letters in order on the right side.

**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:**

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**TOTAL NUMBER OF BLANK RATINGS:**

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