17-18 Math Corps: Implementation Fidelity

Member: School: Grade: 4 5 6 7 8

Observer: Date: Lesson #:

Observer Role: Master Coach   Internal Coach   Duration (min):

Instructions: Mark "yes" if tutor accurately demonstrates intervention component; mark "no" if component was not accurately or consistently demonstrated AND provide tutor modeling or feedback; mark "N/A" if intervention component was not completed during observation. Provide quality ratings for intervention delivery and student engagement.

	INTRODUCTION	Yes	No	N/A
1	Tutor follows script instructions for lesson introduction _or_ provides brief reminder of lesson focus (if mid-way through lesson). In either case, a goal is stated for the lesson.			
2	_Vocabulary Words only:_ Any vocabulary words are introduced in 3-5 minutes.			
	MODEL (I DO)	Yes	No	N/A
3	Tutor follows script instructions for _modeling_ skill. Any paraphrasing does not omit key details or vocabulary.			
4	Tutor correctly uses manipulatives and/or correctly models procedures to complete problem.			
	LEAD (WE DO)	Yes	No	N/A
5	Tutor follows script instructions for working _with_ students to complete problem.			
6	Tutor engages both students in the process (e.g., encourages students to use math vocabulary, explain their thinking, questions both students, etc.).			
7	Tutor minimizes long (no more than 20 sec) periods of thinking, and promptly provides students with correct answers if they respond incorrectly.			
	TEST (YOU DO)	Yes	No	N/A
8	Students complete sample problems independently.			
9	Tutor prompts students to explain their thinking.			
10	Tutor promptly (less than 2 sec following error) and accurately corrects errors with an "I do" and "You do" model for each error.			
11	_Computation Practice:_ Tutor correctly models how to complete the first problem.			
	STOP AND CHECK	Yes	No	N/A
12	Tutor administers "Stop and Check" problems or form according to script instructions.			
13	Tutor uses "Stop and Check" checklist to assess and document student understanding and skills.			
14	Tutor advances to next portion of the lesson only after _both_ students meet "Stop and Check" criteria.			
15	Tutor corrects errors with an "I do" and "You do" model for incorrect problems _after_ students complete "Stop and Check" problems.			
16	Tutor provides additional practice opportunities if students did not meet "Stop and Check" criteria. Otherwise tutor moves to the next step in the lesson.			
	CLOSURE	Yes	No	N/A
17	Tutor engages students in a lesson closure, which includes a summary of content covered during the session and a preview of what will be covered in the next session.			

	FACT FLUENCY PRACTICE	Yes	No	N/A
18	Tutor administers Fluency Practice form according to script instructions (3 one-minute trials and reviews student responses) <u>or</u> provides appropriate Supplemental and Enrichment activities.			
19	*Fluency Practice <u>only</u>*: Tutor prompts students to write scores on practice sheet after each one minute trial and provides praise to engage and motivate students.			
	GENERAL	Yes	No	N/A
20	Tutor follows timing suggestions in lesson.			
21	Tutor encourages students and engages in effort-based praise throughout the lesson.			
22	Tutor was prepared with all necessary materials, including printed or electronic lesson script, manipulatives, worksheets, etc. to effectively teach the lesson.			

Intervention Delivery Rating	1	2	3	4	5
Not all things listed may be present, the descriptions are intended to serve as a rough outline of varying degrees of intervention delivery quality.	Tutor appears somewhat unfamiliar with the script and content. Delivery is either unclear or disjointed. The activities within the lesson are hard to differentiate (e.g., it is difficult to discern the difference between "I do" and "We do" sections). Transitions between problems, concepts, or sections of the intervention are long (e.g., more than 15 seconds).		→	Tutor is highly familiar and comfortable with script and content. Delivery is clear and the tutor moves fluidly through the concepts. The activities within the lesson are easily differentiated (e.g., it is easy to discern the difference between "I do" and "We do" sections). Transitions between problems, concepts, or sections of the intervention are brief (e.g., less than 5 seconds).	

Engagement Rating	1	2	3	4	5
Not all things listed may be present, the descriptions are intended to serve as a rough outline of varying degrees of intervention delivery quality	Students appear more disengaged than engaged in the lesson (e.g., ignoring or interrupting the tutor, asking few questions, playing with manipulatives, etc.). Tutor makes few efforts to re-engage students. Tutor engages in more negative interactions (e.g., scolding) with students than positive interactions (e.g., praise). If praise is present, it is unrelated to effort or the task (e.g., "good job" or "you're so smart").		→	Students appear more engaged than disengaged in the lesson (e.g., tracking the tutor, asking questions, completing assigned tasks). If students become off-task, tutor quickly re-engages them. Tutor engages in more positive interactions than negative interactions with students. Praise is often related to effort or the task (e.g., "I can tell you've been listening" "Wow, you explained your thinking really well!").	

** SCORING **				
Total Yes	**Total No**	**Total N/A**	**Intervention Delivery Rating**	**Engagement Rating**
/22	/22	/22	1 2 3 4 5	1 2 3 4 5
ADDITIONAL FEEDBACK FOR TUTOR				
Additional areas of Strength/Improvement?(Please use back of the page for notes).				