Observer Name:	School ID:	Date of					
observation:	Classroom ID:						
Start time:	_ AM/PM	Circle one: VISIT 1 VISIT 2					
End time:	AM/PM						
What literacy curriculum is this classroom	om using?						
What math curriculum is this classroom	n using?						
What phonics curriculum is this classro	oom using?						
IF CLASSROOM IS USING FOCUS	ON SECOND:						
What unit of the Grade 2 curriculum is	s this classroom on?						
What week of the Grade 2 curriculum	n is this classroom on? 1 2 3 4 5 Other:	What unit and week is the classroom					
supposed to be on?							
IF CLASSROOM IS USING STUDIO	<u>s</u> :						
How many days per week does the te	eacher do Studios?						
How long do Studios last each day w	How long do Studios last each day when they are done?						
IF CLASSROOM IS USING FUNDAT	TIONS:						
What week of Fundations is this class	sroom on?						
What unit and week of Fundation	ns is this class supposed to be on?						

IF CLASSROOM IS USING INVESTIGATIONS 3:	
Investigations 3 Unit Number 1 2 3 4 5 6 7 8 N/A	
Investigations 3 Session What unit and session is the classroom supposed to be on?	
Lead teacher present? Tes To Paraprofessi Other staf Number of: Children	ional present? _ Yes _ No _ N/A ff Parents/volunteers
Focus on Secondarion period, did you observe any of the following? Adult Story Telling c Yes c No Investigations Classroom Routines c Yes c	ond Fidelity Tool
Significant Events/Comments:	2
Were any children pulled out of the Yes No	Double-coded visit? Yes No
classroom for some intervention/services?	Complete only if double-coded visit:
Complete only if yes:	Partnered with:
How many children were pulled out?	Partifered with.
For approximately how long did each pull-out last, on average?	

When did the pull-outs occur during the observation? For what

reasons were children pulled out?

What codes are in this datasheet?
Lead
Double
Final
Coder's
Codes
Codes
Codes

Vocabulary

<u>Dosage</u>					
Start Time:	End Time:	c Vocabulary N	lot Observed		
Adherence Q1. Vocabulary is delivered durin Text Talk Other	g: ne following vocabulary routines (c	acocc one);			
	Word Association Generating S	<u></u>	elationships 🗌 Re	turning to Story Co	ntext 🗌
Q3. Vocabulary stays within sche	duled time (~10 minutes)				
Yes No	ance (as indicated in the curriculum	,		ded, select "yes")	
Yes No	tudents are practicing target skills	vs. listening to teacr	ier modeling). [
(e.g., prompts children to explain the Consistently builds on and extermined (4) (3) Sometimes builds on and (2)	•		d meanings). □ (ધ	5)	
<u>Participant Response</u> Q7. During Vocabulary, check off	the number of children who are		Most (>75%) <i>A</i>	About half A few (<2	25%) None
Off task, distracted, and/or u	infocused for 50% or more of the time				

A <u>daptations</u> Q8. Did you see any adap ☐ No adaptations	tations?					
		☐ Part conducted in another language				
☐ Timing (disrupted timing	9)	☐ Incorporated another content domain				
☐ Used an activity/lesson	from a different component/type	☐ Used alternative materials				
☐ Added a song/activity/g	ame	☐ Other (specify:)				
Q9. Was the adaptation al ☐ Yes ☐ No ☐ No ada		als of the Focus on Second unit?				
	_					
	Focus on	Second Fidelity Tool				
		Text Talk				
Dosage Start Time:	End Time:	c Text Talk Not Observed				
c Yes c No	suggested timeframe. (35 minutes)				
Q2. Text/Book Title:						
Adherence Q3. Teacher reads or refers back to text from the curriculum/Unit. c Yes c No						
Q4. If text is not from the curriculum/Unit, is the topic area related to the current unit? c Yes c No c N/A (Text is from the curriculum)						
Q5. Type of text: c Fiction c Non-fiction (Infor	mational) c Other (photograph, mus	ic, sculpture)				
Q6. Medium (check all that app c Book c Slides c Video c Ir						
c Music c Poetry c Children's copy of text						

Q7. The teacher introduces the text by stating the title (and an author if appropillustrator, build background knowledge, connect to previous experiences c Yes c No		ntroductio	n, point out				
Q8. The teacher states lesson objective(s). c Yes c No							
Q9. The teacher shows the text in a way that all children can see (e.g., both teacher shows the text in a way that all children can see (e.g., both teacher shows the text in a way that all children can see (e.g., both teacher shows the text in a way that all children can see (e.g., both teacher shows the text in a way that all children can see (e.g., both teacher shows the text in a way that all children can see (e.g., both teacher shows the text in a way that all children can see (e.g., both teacher shows the text in a way that all children can see (e.g., both teacher shows the text in a way that all children can see (e.g., both teacher shows the text in a way that all children can see (e.g., both teacher shows the text in a way that all children can see (e.g., both text in a way that	cher and children are position	ed so that a	all can see).	ı			
Q10. Teacher engages children in collaborative learning routines (e.g., Turn & c \mbox{No}	Talk; Think, Pair Share, Numbe	ered Heads	Together).	Yes			
Q11. Evidence of teacher observing and listening to children's talk during collar Yes \circ No	aborative learning routines c						
Q12. What standards-aligned work occurred? (Check all that apply for the prim	ary work of the lesson)						
c Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text c Identifying/describing and using text features and structures (e.g., describe overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action; Know and use various text features [e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons] to locate key factors or information in a text efficiently) c Identify main topic of a multiparagraph text and the focus of specific paragraphs within a text c Using evidence to support a claim (e.g., claiming that a character felt worried and citing evidence from illustrations and words in a text) Focus on Second Fide	demonstrate understanding of key details in a text c Identifying/describing and using text features and structures (e.g., describe overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action; Know and use various text features [e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons] to locate key factors or information in a text efficiently) c Identify main topic of a multiparagraph text and the focus of specific paragraphs within a text c Using evidence to support a claim (e.g., claiming that a character felt						
Q13. What types of questions did the teacher ask during Text Talk? (Check one in each row)							
(None	Some	A Lot			
(a) Text-dependent (questions that cannot be answered without the text)							
(b) Closed questions							
(c) Open-ended questions							
Q14. Connection Collection is visible. c Yes c No Q15. Connection Collection is referred or added to during or at the conclusion oc Yes c No	f the Text Talk lesson.						

Q16. Teacher has all materials and prompts ready before the lesson begins (e.g., charts are prepared, discussion prompts are written on the

board). c Yes c No Quality Q17. Teacher efficiently brings full class together and signals instruction is about to begin. c (5) Brings class together in a short amount of time, with a majority of children (>90%) focused on the teacher and her instructions. c (4) c (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions when she begins providing them. c (2) c (1) Struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me") Q18. Teacher presents text with expression and energy and uses some variety (might include changes in pitch, volume, speed, and use of facial expression and gestures). c (5) Presents with expression and energy throughout and uses a variety of dramatic elements (e.g., pitch and tone, speed, etc.) c (4) c (3) Presents with expression and energy for about half the time. c (2) c (1) Does not present with any expression; does not appear to enjoy reading the book. Q19. Teacher asks questions and facilitates discussion that relates back to the lesson objective(s). c (5) Lesson objective(s) are clear to the observer and children. Questions and discussion relate back to the objective. c (4) c (3) Lesson objective(s) are not clearly introduced or referenced.		. Teacher builds on and extends children's thinking and understanding about the text(s) in flexible ways. (e.g., asks follow-up questions, invites other children to build on specific peer ideas, names particular strategies and concepts demonstrated and shared by children, promotes learning through discussion, prompts children to explain thinking or rationale for responses) c (5) Consistently builds on and extends child thinking	
Cyes c No Quality Q17. Teacher efficiently brings full class together and signals instruction is about to begin. c (5) Brings class together in a short amount of time, with a majority of children (>90%) focused on the teacher and her instructions. c (4) c (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions when she begins providing them. c (2) c (1) Struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me") Q18. Teacher presents text with expression and energy and uses some variety (might include changes in pitch, volume, speed, and use of facial expression and gestures). c (5) Presents with expression and energy throughout and uses a variety of dramatic elements (e.g., pitch and tone, speed, etc.) c (4) c (3) Presents with expression and energy for about half the time. c (2) c (1) Does not present with any expression; does not appear to enjoy reading the book. Q19. Teacher asks questions and facilitates discussion that relates back to the lesson objective(s).		c (3) Lesson objective(s) are somewhat unclear to the observer and children.	
Quality Q17. Teacher efficiently brings full class together and signals instruction is about to begin. c (5) Brings class together in a short amount of time, with a majority of children (>90%) focused on the teacher and her instructions. c (4) c (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions when she begins providing them. c (2) c (1) Struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me") Q18. Teacher presents text with expression and energy and uses some variety (might include changes in pitch, volume, speed, and use of facial expression and gestures). c (5) Presents with expression and energy throughout and uses a variety of dramatic elements (e.g., pitch and tone, speed, etc.) c (4) c (3) Presents with expression and energy for about half the time.	Q19.	c (1) Does not present with any expression; does not appear to enjoy reading the book. Teacher asks questions and facilitates discussion that relates back to the lesson objective(s).	
C Yes c No Quality Q17. Teacher efficiently brings full class together and signals instruction is about to begin. c (5) Brings class together in a short amount of time, with a majority of children (>90%) focused on the teacher and her instructions. c (4) c (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions when she begins providing them. c (2) c (1) Struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three,	Q18.	expression and gestures). c (5) Presents with expression and energy throughout and uses a variety of dramatic elements (e.g., pitch and tone, speed, etc.) c (4) c (3) Presents with expression and energy for about half the time.	al
C Yes c No Quality Q17. Teacher efficiently brings full class together and signals instruction is about to begin. c (5) Brings class together in a short amount of time, with a majority of children (>90%) focused on the teacher and her instructions. c (4) c (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions when she		c (2) c (1) Struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three,	
•		Teacher efficiently brings full class together and signals instruction is about to begin. c (5) Brings class together in a short amount of time, with a majority of children (>90%) focused on the teacher and her instructions. c (4) c (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions when she	
		,	

Q21. Teacher:

	6 or more times 3 - 5 times 1 - 2 times 0 times				
(a) embeds vocabulary in language					
(b) defines vocabulary words					

List vocabulary words used:

- Q22. Teacher uses a variety of vocabulary words from the text/unit that are sophisticated or advanced.
 - c (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced c (4) c (3) Teacher uses some vocabulary words that are sophisticated or advanced c (2)

	(foundational/Tier 1) nature.						
Q23.	Teacher is intentional in which vocabulary words are her/his use of vocabulary words. S/he may only use a his context; and/or defined clearly and accurately with easy c (4) c (3) Somewhat intentional in her/his use of vocabulary c (2) c (1) Not intentional in her/his use of vocabulary words. them (e.g., they are not repeated; only one modality	andful of sophistic -to-understand lar words S/he may use ma	eated vocabulary winguage; and/or meaninguage; and/or meaninguage; and/or meaninguage;	ords but they are re aning is discussed of ulary words, but ther	peated numerous t using multiple mode	imes within alities.	
Q24.	Teacher facilitates connections between the text and Highly effective: Teacher's modeling and questioning high ideas and key understanding. c (4) c (3) Somewhat effective c (2) c (1) Ineffective: Teacher does not make connections be	ghlight concept co	nnections betweer	ı texts, as well as be			
Q25.	 Q25. Teacher effectively facilitates discussion on the meaning of individual words and sentences. c (5) Highly effective: questions are directly related to the portion of text presented to children and one or more questions require building on information presented in the text to understand the meaning of words and sentences. c (4) c (3) Somewhat effective: questions are mostly related to the portion of text presented to children; however, questions are either too basic or too inferential as a whole. c (2) c (1) Does not ask questions related to the portion of text presented to children. 						
	Teacher effectively engages children in text-based dieffective: teacher grounds discussion in the text, question questions require building on information presented in the (4) (3) Somewhat effective: questions are mostly related inferential as a whole. (2) (1) Does not ask questions related to the portion of the control of the contr	ns are directly related text through inference to the portion of t	ted to the portion of rence. text presented to continued the continued t	of text presented to c	children and one or	more	
	Fo	cus on Second	l Fidelity Tool				
	<u>Text Talk</u> <u>Participant Response</u> Q27. During Text Talk, check off the number of children who are						
_			Most (>75%)	About half A few (<2	25%) None	•	
(Off task, distracted, and/or unfocused 50% of the time	С	С	С	С		
			ı			I	

c (1) Teacher rarely uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic

Adaptations Q28. Did you see any ☐ No adaptations	adaptations?					
				Added a song	g/activity/game	
☐ Timing (disrupted to	iming)					
□ Hood on optivity/los	and from a differen			Part conduct	ed in another language	
☐ Used an activity/les	sson from a differer	it component/type	· 	Incorporated	another content domain	
				Used alternat		
				Other (speci	fy:)
Q29. Was the adaptat ☐ Yes ☐ No ☐ No		ne knowledge an	d goals of t	he Focus on S	Second Curriculum?	
		Foci	us on Seco	ond Fidelity 1	ГооІ	
					_	
		<u>Funda</u>	tions / Lite	racy Whole	<u>Group</u>	
<u>osage</u>						1
Start Time:	End Time:		c Fu	indations / Liter Not Observed	racy Whole Group I	
Q1. Fundations / Liter	acy Whole Group	stays within the	suggested	time frame (20	0-30 minutes).	
☐ Yes	□ No					
Adherence						
Q2. Which curriculum	does the teacher	use? (Check all t	hat apply)			
☐ Fundations ☐	Dalahras a Su Das	o □ Other (plea	se specify):		Q3	. What is/are
			ise specify).		u s	. Wilat is/ale
e targeted skill(s)? (Ch						
c Letter-Sound Corre	espondence	c Sound-Spelling c Conventions c	Fluency	Decoding c En	coding (Spelling) c Other	; SPECIFY:
c High frequency wo	ords (trick words)					
- •						

Q4. Teacher uses support materials for the activities, if applicable (as indicated in the curriculum; e.g., word cards, letter cards, posters).

☐ Yes☐ No☐	Not applicable. No support ma	terials neces	sary.		
Q5. Materials for are	prepared in advance with no v	vait time. (if	no materials needed	select "yes")	
			T		
☐ Yes	□ No				
		•			
Q6. Resources (e.g., po ☐ Yes ☐ No	sters/notebooks) are visible a	nd reference	ed by teacher.		
	are presented in prescribed se Don't know (i.e., not FUNdatio		ne lesson.		
Q8. Teacher asks childr	en to use letter sound cards, r	magnetic tile	es, and/or composi	ion book to practice target	skills. 🗌
Yes ☐ No ☐ N	ot applicable (e.g., assessment o	day)			
Q9. For the majority of t Yes ☐ No	he time, students are practicir	ng target ski	lls (vs. listening to	teacher modeling). \square	
Q10. Teacher circulates	to monitor learning and to off	er feedback			

Fundations / Literacy Whole Group

Quality

Q11.Teacher efficiently brings full class together and signals instruction is about to begin for language and literacy activities. c (5)

Brings class together in a short amount of time, with a majority of children (>90%) focused on the teacher and her instructions c (4)

- c (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions c (2)
- c (1) Teacher struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., one, two, three, eyes on me...")
- Q12. Teacher clearly identifies skills during the activity (e.g., teacher introduces a digraph).
 - c (5) Teacher is very clear about the targeted skill through explanation and substantive examples both while introducing the activity and after engaging children in the activity
 - c (4)
 - c (3) Teacher is somewhat clear; at times prompts children to respond without an example of the skill
 - c (2
 - c (1) Teacher is unclear; only prompts children to respond and does not provide any useful examples.

13. The Spe	teache	r provides d actionab	specific a	and actionable feedback to ch k consistently provided to childre	nildren, whether of the from teachers a	lirectly or through and/or peers	facilitation of pee	r-to-peer feedk	back. c (5)
c (4	4)			dback sometimes provided to c		•			
c (2	2)			·		ord arrayor poord			
c (´	1) No fee	edback ob	served and	/or incorrect feedback provided					
	nt respo								
14. Fun	dations	/ Literacy	Whole G	oup, check off number of chi	ldren who are				
					1	Most (>75%) /	About half A few (<2	25%) None	
Off ta	ask, disti	racted, and	d/or unfocu	sed 50% or more of the time					
	•	u see any	adaptatio	ns?					
	⊔ N0	adaptation	ıs		□ V44	ed a song/activity/ga	uma		
	☐ Tim	nina (disru	pted timing)	∟ Auut	ou a songractivity/ga	∪		
		mig (diord	ptou tirriirig	,	☐ Part	conducted in anoth	er language		
	☐ Use	ed an activ	rity/lesson t	from a different			0 0		
			·		☐ Inco	rporated another co	ntent domain		
					☐ Used	d alternative materia	ls		
	CO	mponent/t	ype						
					□ Oth	er (specify:)	
Q16.	Was th ☐ Yes	e adaptati s □ No ^o	ion aligne ○ No adap	d with the knowledge and goa stations	ils of the Focus o	on Second unit?			
				Focus or	n Second Fideli	ty Tool			
				<u>Lite</u>	racy Small Gro	ир			
sage_									
<u>Start</u>	Time (fir	st SG):		End Time (last SG):		c Literacy Small	Group Not Observe	ed	
. Desc	ribe the	Small Gr	oups:						
#	of ildren	Start Time	End Time	Curriculum	/Activity Source	(Check all that app	oly)	Tead	cher
Ь									

	☐ Small Group Reading ☐ Vocabulary	☐ Guided Writing ☐ Word Study	□ Other:	☐ Unclear	☐ Lead ☐ Para ☐ ESL Specialist ☐ Volunteer
	☐ Small Group Reading ☐ Vocabulary	☐ Guided Writing ☐ Word Study	□ Other:	Unclear	☐ Lead ☐ Para ☐ ESL Specialist ☐ Volunteer
	☐ Small Group Reading ☐ Vocabulary	☐ Guided Writing ☐ Word Study	□ Other:	Unclear	☐ Lead ☐ Para ☐ ESL Specialist ☐ Volunteer
	☐ Small Group Reading ☐ Vocabulary	☐ Guided Writing ☐ Word Study	□ Other:	Unclear	☐ Lead ☐ Para ☐ ESL Specialist ☐ Volunteer

Q2. Small Group stays within the suggested timeframe (~10-20 minutes each).

c Yes c No

C TES C NO								
Adherence [if yes does not apply to every literacy small group observed, select no unless otherwise noted.]								
Q3. Small Groups are delivered during:								
c Literacy Stations c Studios c Other:								
Q4. Materials are pro	epared in a	advance (as ind	icated in the curri	culum) w	ith no wait time.	(if no materials needed	, select "yes")	
c Yes	С	No						
Q5. Teacher provide	Q5. Teacher provides a brief introduction to introduce the focus of the lesson.							
c Yes	С	No						

Q6. Teacher returns back to the focus/objective(s) throughout the lesson.

c Yes c No

Q7. Teacher reminds children of specific phonics rules as they read and/or when they struggle.							
c Yes c No N/A: Vocabulary lesson only							
Q8. Teacher helps children identify words that do not follow phonics rules and/or patterns that change across we the "gh" in ghost vs. the –ough pattern in rough). c Yes c No c N/A: Vocabulary lesson only	ords (e.g.,		10				
Focus on Second Fidelity Tool			10				
<u>Literacy Small Group</u>							
If observe SMALL GROUP READING LESSON, complete items Q9 – Q18. If not, skip Q9 – Q18.							
Q9. Teacher provides a brief introduction to the book (e.g., author, preview cover, etc.). c Yes c No							
Q10.Teacher describes the purpose for reading the book.							
Q11.Teacher uses target vocabulary when introducing the book in at least one small group.							
Q12.Teacher gathers observational data, such as taking a running record or documenting reading skills and behaviors. c Yes c No							
Yes c No	Q13. Teacher employs shared reading practices (such as echo, paired, or choral reading) in at least one small group. c Yes c No						
Q14. Teacher invites students to read by themselves, prompting and coaching readers as needed. c Yes c No							
Q15. Teacher coaches readers using the following prompts (check all that apply): c Check the picture							
c Does it make sense? c Did that sound right?							
c What sounds do the letters make? c Tap out the word							
c Break the word apart							
c What parts do you know? Chunk the word c Teacher gives the word or gives part of the word							
c Teacher refer to strategy "nicknames" such as "Lips the fish," "Tryin' Lion"							
Q16. For the majority of the time, students are practicing target skills (vs. listening to teacher modeling). c Yes c No							
Q17. Teacher uses on-the-spot assessment data to inform teaching point (for individual children or for the w Yes c No	hole group)	. С					
Q18. What types of questions did the teacher ask during Small Group Reading?							
(Check one in each row.)	None	Some	A Lot				
(a) Text-dependent (questions that cannot be answered without the text)							

(b) Closed questions

c) Open-ended questions						
If observe WORD STUDY LESSON, complete items Q19 – Q22. If not, skip Q19– Q22.						
Q19. For the majority of the time, students are practicing target skills (vs. listening to teacher modeling). c Yes c No						
Q20. Teacher encourages children to manipulate sounds and letters using hands-on materials and kinesthetic strategies. c						
Q21. Children apply the target skill to a sentence or decodable text after practicing the skill.						
Q22. Teacher gathers observational data, such as taking a running record or documenting reading skills and Yes c No	l behaviors.	С				

Literacy Small Group

FILL OUT REMAINING QUALITY ITEMS REGARDLESS OF SMALL GROUP TYPE OBSERVED:

Quality

Q23. Teacher uses a variety of vocabulary words that are sophisticated, advanced, or precise.

- (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced or precise
- (4)
- (3) Teacher uses some vocabulary words that are sophisticated or advanced or precise
- (2
- (1) Teacher <u>rarely</u> uses vocabulary words that are sophisticated or advanced or precise. Vocabulary that is used is typically of a basic (foundational/Tier 1) nature.

Q24. Teacher is intentional in which vocabulary words are used and how they are defined.

- (5) Highly intentional in her/his use of vocabulary words. S/he may only use a handful of sophisticated vocabulary words but they are repeated numerous times within context; and/or defined clearly with easy-to-understand language; and/or meaning is discussed using multiple modalities.
- (4)
- (3) Somewhat intentional in her/his use of vocabulary words
- (2)
- (1) Not intentional in her/his use of vocabulary words. S/he may use many different vocabulary words, but there is little intentionality behind them (e.g., they are not repeated; only one modality is used; less sophisticated words are used).
- Q25. Teacher provides accurate information and flexibly adapts their explanations of information to address children's understanding. (5)

 Consistent, highly accurate language throughout (e.g., able to reframe information to address children's misconceptions while still being accurate)
 - (4)
 - (3) Mostly accurate language (majority of language is technically correct), but may be unclear or too vague or make minor errors at times (2)
 - (1) Explanations involve gross inaccuracy(ies); or there are many unclear explanations and/or poor response to children's misconceptions

Q26. Teacher builds on and extends children's thinking and understar states underlying thinking of a child who expresses an insight, making it explisation students' own thinking; works with wrong or partially correct comments to (5) Consistently builds on and extends child thinking/understanding understand, provides substantial comments) (4)	cit to the other childre to help build child und	en in the group; addre erstanding)	ss misconceptions; re	ecognize good examp	
 (3) Sometimes builds on and extends child thinking/understanding to an incorrect response without giving child a chance to arrive (2) 			es so in an unclear	manner; responds	j
(1) Does not build on and extend child thinking/understanding (e.g ignores misconceptions). Any discussion may be off-topic.	g., does not rephras	se child thinking; pla	aces burden on oth	er children to interp	oret;
Q27. Through instructional strategies, the teacher scaffolds children children to complete the task(s) (e.g., appropriate level of detail, not throughout the small group, scaffolding most children through the use of sifluency) (e.g., providing appropriate support given child's level/ability). (4)	oo little or too mu	ch help or inform	ation). (5) Teache	er is responsive	r
(3) Teacher scaffolds some children appropriately, whereas scaffo	olds may be partial	or overly controlling	or absent when n	eeded for other chi	ldren.
(2)(1) Teacher never scaffolds children OR gives the same kind of something their use of different approaches or success working on the tall.		n (e.g., every child i	s given the same s	suggestion despite	
					12
Focus on Se	econd Fidelity To	ool			
<u>Literac</u>	y Small Group				
Q28. Teacher adapted the task or discussion according to children's different ways, varying materials, or providing children with flexibility some children charted sentence starters for the text discussion while (5) Addresses a wide range of ability levels, including both childre (3) Addresses multiple children within a limited range of ability (e.e. (1) Addresses no children differently based on ability or development.	y in how they come other children do n that appeared to g., modifies task so	plete the activity(in not receive these have low and high	es). For example, e. proficiency of conc	the teacher gives epts or skills (4)	;
Participant Response	_				
Q29. During Literacy Small Groups, check off the number of children	who are	M (/ 750/)		050() N	
F		1	\bout half A few (<	1	l
Off task, distracted, and/or unfocused for 25% or more of the time					
A <u>daptations</u> Q30. Did you see any adaptations?					
☐ No adaptations					
Timing (discusted timing)	☐ Part cond	lucted in another la	nguage		
☐ Timing (disrupted timing)	□ Income	stad another senter	t domain		
Used an activity/leasen from a different	ш іпсогрога	ited another conten	LUUIIIAIII		
☐ Used an activity/lesson from a different	☐ Used alter	rnative materials			

componer Added a so	nt/type ong/activity/game		☐ Other (speci	fy:)	
Q31. Was the adapt	tation aligned with specif lo ^c No adaptations	ic goals for literacy de	evelopment?			
		Focus on Sec	cond Fidelity Tool			13
<u>Dosage</u>		Guided Independent	t Reading (all stud	ents)		
Start Time:	End Time:	c G	uided Independent R	eading Not Observed		
Q1. Guided Indeper	l ndent Reading stays with	in the suggested time	frame (~20 minutes)			
☐ Yes	□ No					
A <u>dherence</u>						
Q2. Teacher sets up select).	p children to read indepe	ndently (e.g., access to	o children's own bo	ok collections, access	to books for childre	en to
☐ Yes	□ No					
Q3. While children rea c Confers with individua behaviors and/or book s	d, teacher (check all that all readers re: reading Passelection c	apply): articipant Response Observes and takes not	tes about reading	behaviors c Pulls a small group		

Q4. During Guided Independent Reading, check off the number of children who are...

					Most (>75%) A	bout half A few (<2	5%) None
Off task, distracted, and/or ur	nfocused for 25%	or more of the	time				
		Focus	on Sec	ond Fidelity Too	ol		
		<u>l</u>	<u>Learnir</u>	g Stations			
sage Start Time:	End Time:			c Learning Sta	ations Not Observed		
. Which Learning Stations are	used?	· · · · · · · · · · · · · · · · · · ·					T
Station		Used	Acti	vity name or des	cription		From FoS
(a) Word Work		С					С
(b) Vocabulary		С					С
(c) Listening and Speaking	9	С					c
(d)		С					С
(e)		С					С
(f)		С					С
I <u>herence</u> 2. Introduction to Learning Stati	ions stays withi	n the suggeste	ed timef	rame (< 5 minutes	s).		
☐ Yes ☐ No							

3. Learning Stations stay within the suggested timeframe (~45 mi	nutes or ~25 minu	tes if also saw gui	ided independen	t reading). \square	
Yes □ No					
4. Learning Stations are delivered during:					
c Other:					
5. Materials are prepared in advance (as indicated in the curriculu	ım) with no wait tir	ne. (if no materials	needed, select "y	es") 🗆	
Yes□ No					
6. Teacher provides support for children to complete stations ind ganizing work).	ependently (e.g., v	risuals or other re	sources; Work b	oard; systems for	r
☐ Yes ☐ No					
					:
Focus on S	Second Fidelity	Γool			
Lea	rning Stations				
articipant Response					
7. During Learning Stations, check off the number of children who	o are				
			bout half A few (<		٦
Off task, distracted, and/or unfocused 25% or more of the time					
Adaptations					
Q8. Did you see any adaptations? ☐ No adaptations					
	☐ Part co	nducted in another	language		
☐ Timing (disrupted timing)			0 0		
3 ,	☐ Incorpo	rated another conte	ent domain		
☐ Used an activity/lesson from a different					
•	☐ Used all	ernative materials			
		specify:)	
component/type		. ,			
☐ Added a song/activity/game					

	Q9. Was the adaptation aligne	ed with the knowledge and g	joals of the Focus on	Second unit?					
	☐ Yes☐ No ^c No ad	aptations							
		Focus	s on Second Fidelit	y Tool		16			
Science and Engineering									
<u>Do</u>	sage	Γ							
	Start Time:	End Time:	c Scienc	e and Engineering No	t Observed				
_		1	I						
	dherence: 11. Lessons are at least 30 minu c Yes c No	ites long.							
Q	2. The lesson consists of which controduction convertigation/			oply):					
Q	3. There is enough time in the l c Yes c No	lesson for children to explor	re materials. (10-20 mi	inutes)					
Q	4. Materials are prepared in adv c Yes c No	vance with no wait time.							
Q	15. There is evidence that childr c Yes c No	en know what "to do".							
	Quality: Q6. Teacher efficiently brings full class together and signals instruction is about to begin. c (5) Teacher is able to bring class together in a short amount of time, with the large majority (>90%) focused on the teacher and her instructions.								
	 c (4) c (3) Teacher brings class together, but the process is somewhat disorganized, and some students' focus is not on the teacher and her instructions when she begins providing them. 								
	c (2) c (1) Teacher struggles to foct two, three, eyes on me		she begins instruction.	There are multiple atte	mpts to focus children	(e.g., "one,			
,	Q7. Teacher: 6 or more times 3	- 5 times 1 - 2 times 0 times				T			
	(a) embeds vocabulary in lang	uage							
	(b) defines vocabulary words								

List vocabulary words used:

- Q8. Teacher uses a variety of vocabulary words are sophisticated or advanced related to the topic.
 - c (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced
 - c (4)
 - c (3) Teacher uses some vocabulary words that are sophisticated or advanced
 - c (2)
 - c (1) Teacher rarely uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) nature.
- Q9. Teacher is intentional in which vocabulary words are used and how they are defined.
 - c (5) Highly intentional in her/his use of vocabulary words. S/he may only use a handful of sophisticated vocabulary words but they are repeated numerous times within context; and/or defined clearly with easy-to-understand language; and/or meaning is discussed using multiple modalities. S/he integrates vocabulary from the unit.
 - c (4)
 - c (3) Somewhat intentional in her/his use of vocabulary words
 - c (2)
 - c (1) Not intentional in her/his use of vocabulary words. S/he may use many different vocabulary words, but there is little intentionality behind them (e.g., they are not repeated; only one modality is used; less sophisticated words are used).

Science and Engineering

- Q10. Teacher uses appropriate and accurate scientific terms and academic language.
 - c (5) Consistently uses accurate language throughout (e.g., can reframe misconceptions to be accurate)
 - c (4)
 - c (3) Mostly accurate language (majority of language is technically correct; unclear or too vague or minor errors at times) c (2)
 - c (1) Gross inaccuracy(ies); or many unclear explanations that lead to or sustain misconceptions
- Q11. Teacher exploits opportunities to describe, comment, or ask questions about children's investigations. c (5)

Teacher often describes, comments, or asks questions about children's investigations

- c (4)
- c (3) Teacher sometimes describes, comments, or asks questions about children's investigations
- c (2)
- c (1) Teacher never describes, comments, or asks questions about children's investigations
- Q12. Teacher exploits opportunities to provide or elicit process information (e.g., "why", "how" info) to children. c (5)

Teacher often provides or elicits process information to children

- c (4)
- c (3) Teacher sometimes provides or elicits process information to children
- c (2)
- c (1) Teacher never provides or elicits process information to children
- Q13. Teacher's behaviors demonstrate scaffolding of children to help them extend their learning, providing "just enough" support to complete task(s) (e.g., appropriate level of detail, not too little or too much help or information).
 - c (5) Scaffolds most children (e.g., is responsive; provides appropriate support given child's level)
 - c (4)
 - c (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children c (2)
 - c (1) Never scaffolds children OR gives the same kind of support to all children (e.g., gives same suggestion despite child use of different approaches or success working on a task)
- Q14. Teachers engage children in <u>sustained, substantive discussions</u> around <u>lesson content (to help students make sense of their investigations)</u>. (Talking turn = teacher speaks, child returns; 2 turns = teacher speaks, child returns, teacher returns) c (5) Most teacher-child interactions (90% or more) can be characterized by **sustained and substantive interactions (5+ turns) around lesson content** where teacher prompts for extended talk, asks follow-up questions and children provide contingent responses c (4)
 - c (3) Interactions are a mix of shallow, brief interactions and a few sustained interactions (5+ turns)
 - c (2)
 - c (1) Most interactions between teacher and children are brief (1-2 turns)
- Q15. Teacher provides opportunities for students to ask questions.

c (4)	sk questions.				
c (3) Teacher sometimes provides opportunities for students to as	sk questions.				
 c (2) c (1) Teacher directs students through the steps of the investigation 	on, without providing a	an opportunity to a	sk questions.		
Q16. The teacher extends children's conceptual understanding. e.g., embeds key science vocabulary in response to child(ren); asks que connections between the observed phenomenon and the bigger ideas of c (5) Teacher consistently and intentionally extends or elaborates to support a claim) c (4) c (3) Teacher sometimes extends or elaborates on children's idea	of the unit) on children's ideas or	•	-		
c (2) c (1) Teacher rarely extends or elaborates on children's ideas or ε	explanations				
Focus on S	econd Fidelity Too	ıl			1
Science :	and Engineering				
217. The teacher encourages children to listen to and evaluate othe c (5) Teacher facilitates peer learning throughout investigation; as ask questions c (4) c (3) Teacher facilitates some peer-to-peer learning (e.g., superficic (2) c (1) Teacher does not facilitate peer-to-peer learning at all (e.g., sensemaking) Participant Response 218. During Science and Engineering, check off the number of children.	sking children to engagerial "check" of peer's content teacher is directive du	ge in argumentatio	•	·	
k to. During Science and Engineering, check on the number of chin	idieli wilo ale	Most (>75%) /	About half A few (<	25%) None	
Off task, distracted, and/or unfocused for 25% or more of the time					
		•	•		
A <u>daptations</u> Q19. Did you see any adaptations? ☐ No adaptations	□ Part conducte	ed in another langu	ane		
Q19. Did you see any adaptations?		ed in another langu			
Q19. Did you see any adaptations? ☐ No adaptations	☐ Incorporated	another content do			
Q19. Did you see any adaptations? ☐ No adaptations ☐ Timing (disrupted timing)	☐ Incorporated☐ Used alternation	another content do	main		

Focus on Second Fidelity Tool <u>Studios</u>

D	<u>osage</u>						
	Start Time:	End Time:		c Studios NOT Observ	ved		
Q1. Teacher introduced Studios within the suggested timeframe (no more than 10 minutes).							
	☐ Yes	□ No					
	Q2. Studios (including the introduction) stays within the suggested timeframe (at least 30 minutes, or ~20 minutes if also saw Thinking & Feedback).						
	☐ Yes	□ No					

Q3. Describe which studios are used.

	Used	Ac	tivity Name/Descrip	tion	From weekly lesson			
(a) Art Studio								
(b) Research Studio								
(c) Building Studio								
(d) Writing & Storytelling Studio								
(e) Discovery Studio								
(f)								
(g)								
(h)								
Q4. Materials for Studios a	are prepared	in advance with no	wait time. (if no ma	terials are needed, s	select "yes")			
☐ Yes ☐] No							
Q5. Children are allowed to o	choose their s	studio.						
Q6. Evidence of some routin ☐ Yes ☐ No	es/structures	are in place for go	ing to and/or movin	g between studios.				
Q7. There are materials to we anywhere in the room. ☐ Yes ☐ No								
Q8. Teacher asks at least two Yes □ No	o open-endec	I questions (e.g., I v	wonder what would	happen ifWhat do	you think about	.?). □		
Q9. Teacher documents children's learning and/or work in studio activities (e.g., writing down ideas, taking notes, photographing, videotaping). Yes No								

Focus on Second Fidelity Tool Studios

Quality Q11.Teacher efficiently brings full class together and signals instruction is about to begin. c (5) Brings class together in a short amount of time, with a majority of children (>90%) focused on the teacher and her instructions c (4) c (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions c (2) c (1) Teacher struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two three, eyes on me") Q12. Teacher incorporates or references prior classwork to inform or reinforce the current day's planned activities when introducing Studios. c (5) Clearly ties in prior classwork (verbally or through display of work) to help children build on the current unit's activities (e.g., suggests children start with their prior work and expand on it) c (4) c (3) Makes at least one cursory reference to prior classwork (verbally or through display of work) but does not provide a clear purpose for highlighting it (e.g., says the activity will be "like" the prior one) c (2) c (1) Does not reference prior classwork at all (verbally or through display of work) Q13. Teacher: 6 or more times 3 - 5 times 1 - 2 times 0 times (a) embeds vocabulary in language (b) defines vocabulary words	\square 76-100% \square 51-75% \square 26-50% \square 1-25% \square										
	 uality 11.Teacher efficiently brings full class together and signals instruction is about to begin. c (5) Brings class together in a short amount of time, with a majority of children (>90%) focused on the teacher and her instructions c (4) c (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions c (2) c (1) Teacher struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me") 12. Teacher incorporates or references prior classwork to inform or reinforce the current day's planned activities when introducing tudios. c (5) Clearly ties in prior classwork (verbally or through display of work) to help children build on the current unit's activities (e.g., suggests children start with their prior work and expand on it) c (4) c (3) Makes at least one cursory reference to prior classwork (verbally or through display of work) but does not provide a clear purpose for highlighting it (e.g., says the activity will be "like" the prior one) c (2) c (1) Does not reference prior classwork at all (verbally or through display of work) Q13. Teacher: 6 or more times 3 - 5 times 1 - 2 times 0 times 										
(b) defines vocabulary words											
	(b) defines vocabulary words										

List vocabulary words used:

Q14. Teacher uses a variety of vocabulary words that are sophisticated or advanced.

- c (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced
- c (4)
- c (3) Teacher uses some vocabulary words that are sophisticated or advanced
- c (2)
- c (1) Teacher rarely uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1/foundational) nature.

Q15. Teacher is intentional in which vocabulary words are used and how they are defined.

- c (5) Highly intentional in her/his use of vocabulary words. S/he may only use a handful of sophisticated vocabulary words but they are repeated numerous times within context; and/or defined clearly with easy-to-understand language; and/or meaning is discussed using multiple modalities.
- c (4)
- c (3) Somewhat intentional in her/his use of vocabulary words
- c (2
- c (1) Not intentional in her/his use of vocabulary words. S/he may use many different vocabulary words, but there is little intentionality behind them (e.g., they are not repeated; only one modality is used; less sophisticated words are used).

Studios

Q16. Teacher connects or links what children are doing in studio activities to the unit content or text.

- c (5) Extensive connections to the unit or text (e.g., in-depth, deliberate comment about how studios activities are related to the unit or text; using vocabulary from the text in the context of the studio activity)
- c (4)
- c (3) Cursory mention of unit or text without saying how the studio activities directly link to it
- c (2)
- c (1) No connections or links to the unit or text are made

Q17. Teacher exploits opportunities to describe, comment, and/or ask questions about children's actions. c (5)

Teacher often describes, comments, or asks questions about children's actions

- c (4)
- c (3) Teacher sometimes describes, comments, or asks questions about children's actions
- c (2)
- c (1) Teacher never describes, comments, or asks questions about children's actions

Q18. Teacher exploits opportunities to provide or elicit process information (e.g., "why", "how" info).

- c (5) Teacher often provides or elicits process information to children
- c (4)
- c (3) Teacher sometimes provides or elicits process information to children
- c (2)
- c (1) Teacher never provides or elicits process information to children

Q19. Teacher's behaviors demonstrate scaffolding of children to help them extend their learning, providing "just enough" support to complete task(s) (e.g., appropriate level of detail, not too little or too much help or information).

- c (5) Scaffolds most children (e.g., is responsive; provides appropriate support given child's level)
- c (4)
- c (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children c (2)
- c (1) Never scaffolds children OR gives the same kind of support to all children (e.g., gives same suggestion despite child use of different approaches or success working on a task)

Q20. Teacher promotes child choice and creativity or interest <u>and</u> intentionally links it back to the studios' objectives or goals. c (5) There is evidence that the teacher promotes child choice and creativity or interest <u>and</u> intentionally ties child choice back to the overall studio goal or objective

- c (3) There is some evidence that the teacher promotes child choice and creativity or interest <u>and</u> intentionally ties child choice back to the overall studio goal or objective
- c (2)
- c (1) There is little to no evidence that the teacher promotes child choice and creativity or interest <u>and</u> intentionally ties child choice back to the overall studio goal or objective

Q21. Teachers and children have sustained, substantive discussions around unit content throughout Studios.

(Talking turn = teacher speaks, child returns; 2 turns = teacher speaks, child returns, teacher returns)

- c (5) Most teacher-child interactions (90% or more) can be characterized by **sustained and substantive interactions (5+ turns) around** $\underline{\text{unit}}$ $\underline{\text{content}}$ where teacher prompts for extended talk, asks follow-up questions and children provide contingent responses c (4)
- c (3) Interactions are a mix of shallow, brief interactions and a few sustained interactions (5+ turns)
- c (2)
- c (1) Most interactions between teacher and children are brief (1-2 turns)

Studios

peer interactions c (4) c (3) Some children engage with a peer(s) (e.g., talking to, working peer-to-peer interactions c (2) c (1) Children mostly work independently in Studios or any peer-to-	·	,			acilitates
articipant Response 23. During Studios, check off the number of children who are…		M (4, 750/)	N	050/ \ \	
Off task, distracted, and/or unfocused 25% or more of the time		Most (>75%) <i>F</i>	About half A few (<	25%) None	
Adaptations Q24. Did you see any adaptations? ☐ No adaptations ☐ Timing (disrupted timing)		nducted in another			
 ☐ Used an activity/lesson from a different component/type ☐ Added a song/activity/game 	Used all	rated another cont ernative materials specify:)	
Q25. Was the adaptation aligned with the knowledge and goals Yes No c No adaptations	of the Focus on S				23

c T&F Not Observed

<u>Dosage</u>

Start Time:

End Time:

Q1. Thinking and Feedback stays within the suggested timeframe (10 – 20 minutes).							
☐ Yes	□ No						
Adherence							
Q2. Teacher checks	in with a child or group	of children who are shar	ing their work prior to the	start of T&F.			
☐ Yes	□ No						
Q3. Teacher/class ut	tilizes the Thinking and F	Feedback protocol.					
☐ Yes	□ No						
Q4. The Protocol Ste	eps completed are (chec	k all that apply):					
☐ Looking	☐ Noticing	☐ Listening	☐ Wondering	☐ Suggesting	/ Inspiring)	
Q5. Protocol Steps a	are followed in order.						
☐ Yes	□ No						
Q6. Teacher provide	s visual display of proto	col to walk through step	s.				
☐ Yes	□ No						
Q7. Most feedback a	nd comments are aligne	d with the presentation.					
☐ Yes	□ No						
Q8. Teacher/adult or	child takes notes during	g T&F activity.		•			
☐ Yes	□ No						
Q9. Teacher summa	rizes feedback and sugg	estions at the end of T&	F.	•			

☐ Yes	□ No		

Quality

Q10. Teacher efficiently brings full class together and signals instruction is about to begin.

- c (5) Teacher is able to bring class together in a short amount of time, with the large majority (>90%) focused on the teacher and her instructions.
- c (4)
- c (3) Teacher brings class together, but the process is somewhat disorganized, and some students' focus is not on the teacher and her instructions when she begins providing them.
- c (2)
- c (1) Teacher struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me...")

Focus on Second Fidelity Tool

Thinking and Feedback

Q11. There is a clear purpose for this particular T&F session.

- c (5) Teacher or child(ren) state the purpose for T&F (e.g., refinement of work, sharing completed product/process to inspire), and teacher facilitates this purpose throughout.
- c (4)
- c (3) Teacher or child(ren) state the purpose for T&F (e.g., refinement of work, sharing completed product/process to inspire), but the conversation does not consistently align with the goal.
- c (2)
- c (1) T&F resembles "show & tell" (e.g., discuss work done, but not for any particular purpose).

Q12. Teacher repeats, builds on and extends children's thinking and understanding.

(e.g., re-states underlying thinking of a child who expresses an insight, making it explicit to the other children in the group; address misconceptions; recognize good examples from students' own thinking; works with wrong or partially correct comments to help build child understanding)

- c (5) Consistently builds on and extends child thinking and understanding (e.g., adeptly rephrases in words other children understand) c (4)
- c (3) Sometimes builds on and extends child thinking and understanding (e.g., only repeats what a child says; rephrases child thinking in an unclear manner; responds to misconception without giving child a chance to arrive at an answer)
- c (2)
- c (1) Does not build on and extend child thinking and understanding (e.g., does not rephrase child thinking, placing burden on other children to interpret and understand; ignores misconception). Any discussion may be off-topic.

Q13.Presentations and feedback are aligned with and reflect a coherent discussion.

- c (5) Feedback is directly related to the presentation; children's comments are kind, specific and helpful; interactions reflect a coherent discussion around the presentation.
- c (4)
- c (3) Some feedback responds directly to the presentation. Most of the discussion points (> 50%), however, are unrelated to one another and seem like random comments.
- c (2)
- c (1) Feedback is disjointed and comments are unrelated to one another.

Participant Response

Q14.During T&F, check off the number of children who are...

Most (>75%) About half A few (<25%) None

task, distracted, and/c	, distracted, and/or unfocused 50% or more of the time									
						•				
laptations 5. Did you see any ac										
☐ No adaptations										
			☐ Add	led a son	g/activity/ga	ame				
☐ Timing (disrupte	ed timing)									
			☐ Pa	t conduct	ed in anoth	er langua	ige			
☐ Used an activity	//lesson from a different									
			☐ Inc	orporated	another co	ntent dor	nain			
			☐ Use	d alterna	tive materia	ıls				
component/typ										
☐ Show & tell/sha	ring time									
			☐ Ot	her (spec	ify:)		
6 Was the adaptation	n aligned with the knowl	odgo and goa	le of the Focus	on Soco	nd unit?					
☐ Yes☐ No C N	No adaptations	cage and goa	is of the focus	011 00001	ila ailiti					
LI TESLI NO	'									
Focus on Second	d Fidelity Tool									2.
i ocus on occom	u i lucilly 1001									
0, , , , , , , ,										
Storytelling										
Dosage Storytellin	ng Not Observed									7
	Start Time	End T	ime	Stay	s within s	uggested	l timefran	ne (2-5 min	nutes)	
Child 1:						[
Child 2:							7			1
										-
Child 3:						[
										J
Adherence										
		during (check								
Q1. Teacher is obs										
Q1. Teacher is obs ☐ Arrival ☐ Cent	ters □ Rest time □ Lur	nch 🗆 Other (lule or pro	tocol for	storytellir	ng (indicat	es each	
Q1. Teacher is obs ☐ Arrival ☐ Cent		nch 🗆 Other (lule or pro	tocol for	storytellir	ng (indicat	es each	
Q1. Teacher is obs ☐ Arrival ☐ Cent	ters □ Rest time □ Lur at least every 2 weeks). □	nch 🗆 Other (lule or pro	tocol for	storytellir	ng (indicat	es each	

Q3. Teacher sits next to (not across from) child.	Y N DK	YNDK	Y N DK
Q4. Teacher reminds child about length (one-page).	Y N DK	YNDK	Y N DK
Q5. Dictation is handwritten.	Y N DK	YNDK	Y N DK
Q6. Teacher reads back the story to child verbatim, or if co construction was needed, filled in some parts.	Y N DK	Y N DK	Y N DK
Q7. Teacher gives child a chance to make changes.	Y N DK	YNDK	Y N DK
Q8. Teacher asks for title.	Y N DK	YNDK	Y N DK
Q9. Co-construction (with teacher, other child, visuals) was used.	Y N DK	YNDK	Y N DK

☐ Yes☐ No Q11. Storytellir by the student ☐ (5) Teacher	ng is largely student-driven, as o	ny changes and suggestions is no comments, and only to su	with narrative and any literacy co are offered as choices). pport child in completing the story or	•
☐ (3) Teacher correcting gram ☐ (2)	nmar).		ge(s) to the story without presenting s changes without presenting a choice	, ,
	ns ee any adaptations? aptations			
	(disrupted timing)		dded a song/activity/game	_
☐ Used a	an activity/lesson from a different o	component/type	II/part conducted in another languag acorporated another content domain sed alternative materials Other (specify:	e)
Was the a	daptation aligned with the Focu	us on Second Curriculum?	☐ Yes ☐ No	☐ No adaptations
26		Focus on Second Fidelity <u>Story Acting</u>	Tool	
ert Time:	End Time:	Q1. Story Actir	g Not Observed	

Q1. Story Acting stays within the suggested timeframe (approx. 10 mins or less). ☐ Yes ☐ No
Q2. Number of stories acted:
□ 1 □ 2 □ More than 2
<u>Adherence</u>
Q3. Teacher allows author to select their part. ☐ Yes ☐ No
Q4. Other actors are invited (select one): While reading the storythen selecting
□ Reading the story first, □ Other
Q5. Teacher reminds children of stage rules.
☐ Yes☐ No Of Tracker knows comments to a minimum (no many than 1.2)
Q6. Teacher keeps comments to a minimum (no more than 1-2). ☐ Yes ☐ No
Q7. Acting is largely child-driven with the choices about how to act made by the student and suggestions or support sought from other students as opposed to the teacher.
☐ Yes, teacher mostly asks students to provide support ☐ No, teacher mostly provides support
Quality Qua
Q9. Teacher has routines and processes to maintain a focus on the acting as opposed to management. a)
Choosing actors is fair and efficient and prevents disputes or quickly addresses them if they occur b) Emphasizes the actions on stage (or redirects child attention to actors) rather than focusing on distractions or misbehavior c)
Provides opportunity for students to address inappropriate acting and make corrections (5) Processes are clear and easy to understand. Addresses behavior with minimal intervention, and promotes peer contribution. (4)
(3) Most processes are clear and easy to understand. Flow is disrupted only slightly by teacher addressing processes or behavior. (2)
 (1) Process for story acting (including choosing actors) is not clear or inefficient; Flow is disrupted often by addressing processes or behavior.
210. Pacing is deliberate to allow children time to consider how to act out their parts. (5) Teacher very responsive to the children's actions, adjusting the pace for children to think and to enhance the story acting. (4)
☐ (3) Teacher generally keeps a pace that allows children time to think before acting.
(1) Teacher moves through story without any consideration for the time children need to think.

Q11. D	urina Stor	v Actina	. check off the	number of childr	en who are

		Most (>/5%) P	bout half A few (<	(25%) None	=
Off task, distracted, and/or unfocused 50% or more of the time					
A <u>daptations</u> Q12. Did you see any adaptations? ☐ No adaptations					
INO adaptations		☐ Added a	song/activity/gam	e	
☐ Timing (disrupted timing)					
		☐ All/part o	onducted in anoth	ner language	
☐ Used an activity/lesson from a different co	mponent/type	☐ Incorpor	ated another cont	ant domain	
		•	rnative materials	shi domain	
		☐ Other (s	pecify:		_)
Q13. Was the adaptation aligned with the F $_{\rm Yes}$ $_{\rm No}$ $^{\rm c}$ No adaptations	ocus on Second	Curriculum?			
	Focus	on Second Fidel	ity Tool		
		<u>Writing</u>			
sage I					
Start Time: End Time:			☐ Writing I	Not Observed	
 Writing stays within the suggested time from C Yes C No 	ame (30 minutes	s).			
2. Select the genre (check one)					
c Procedure c Report c Explanation c Autob					
• •	olography (poetry)				
c Biography c Argument c Other:					
c Biography c Argument c Other:dherence 3. Which curriculum/approach to writing ins	truction does the	e teacher use? (Ch	neck all that appl	у)	
c Biography c Argument c Other:	truction does the	e teacher use? (Ch	neck all that appl	у)	
c Biography c Argument c Other: dherence 3. Which curriculum/approach to writing ins c Focus on Second (SFL) c Lucy Calkins c 4. What type(s) of writing is the class engage c Deconstructing a mentor text c Joint const	truction does the Other: ed in? (Check all truction c Revising	e teacher use? (Ch that apply.) g and publishing c l	Presentation & ce	ebration of publish	
c Biography c Argument c Other: Iherence	truction does the Other: ed in? (Check all truction c Revising	e teacher use? (Ch that apply.) g and publishing c l	Presentation & ce	ebration of publish	

c Genre purpose c Genre structure/ orq	ganization (stages)	c Other:	c Language c Medium	(poem, poster, caption)
Q6. While children write independently, the c Circulating to confer with and support writers Quality	teacher is (check all that ap	c Observ	ring and taking es independent writing observed	c Other:
Q7. Teacher efficiently brings full class toget c (5) Brings class together in a short amou c (3) Brings class together, but process is a providing them. c (2) c (1) Struggles to focus the class' attention eyes on me")	nt of time, with a majority of chil somewhat disorganized; some s	dren (>90%) fo students' focus	cused on the teacher and l is not on the teacher and h	er instructions when she begins
Q8. Teacher builds on and extends children's thinking of a child who expresses an insigh partially correct comments to help build chi c (5) Consistently builds on and extends chipromotes learning through discussion c (4) c (3) Sometimes builds on and extends chip c (2) c (1) Does not build on and extend child the improve micropropriate.) Any discussion	t, making it explicit to the other of ld understanding) hild thinking (e.g., invites other col) ld thinking inking/understanding (e.g., does	children in the	group; addresses misconce on specific peer ideas, use	eptions; works with wrong or es children's work as models,
ignores misconceptions). Any discuss	Focus on Second	d Fidelity Too	ol	2
	<u>Writi</u>	ng		
Q9. The teacher provides specific and action feedback. (e.g., The teacher prompts stud peer feedback, uses tools such as rubrics c c (5) Specific and actionable feedback con c (3) Specific and actionable feedback som c (1) No feedback observed and/or incorre c (8) N/A: Independent writing not observed	ents to explain their work and their checklists to guide feedback) sistently provided to children about the provided to children about feedback provided	neir thinking, proout their writing	ovides actionable next step g from teachers and/or pee	os to children, facilitates peer-to- rs c (4)
Q10. The teacher scaffolds children to help t task(s) (e.g., appropriate level of detail, no c (5) Scaffolds children so that they have a level)	t too little or too much help or in	formation).		

c (4) c (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children c (2) c (1) Never scaffolds children [does not respond to children's writing needs OR does almost all of the work for the child (overscaffolds)

(a) embeds vocabulary in language					
b) defines vocabulary words					
List vocabulary words used:					
Teacher uses a variety of vocabulary words are sophistical c (5) Teacher uses a variety of vocabulary words that are sophic c (4) c (3) Teacher uses some vocabulary words that are sophisticated	sticated or advanced				
c (2) c (1) Teacher rarely uses vocabulary words that are sophisticate	ed or advanced. Voc	abulary that is used i	s typically of a basic	(Tier 1) nature.	
 Teacher is intentional in which vocabulary words are used c (5) Highly intentional in her/his use of vocabulary words. S/he numerous times within context; and/or defined clearly with modalities. S/he integrates vocabulary from the unit. c (4) c (3) Somewhat intentional in her/his use of vocabulary words c (2) c (1) Not intentional in her/his use of vocabulary words. S/he ma 	may only use a hand easy-to-understand	dful of sophisticated value and serviced in the language; and/or me	aning is discussed u	sing multiple	
(e.g., they are not repeated; only one modality is used; les icipant Response During Writing, check off the number of children who are	s sophisticated word	s are used).		itionality benind th	em
icipant Response During Writing, check off the number of children who are	s sophisticated word Most (>75			ntionality benind th	em
icipant Response	s sophisticated word Most (>75	s are used). %) About half A few	(<25%) None	itionality benind th	em
icipant Response During Writing, check off the number of children who are	s sophisticated word Most (>75	s are used). %) About half A few	(<25%) None	itionality benind th	
icipant Response During Writing, check off the number of children who are Off task, distracted, and/or unfocused 50% of the time	s sophisticated word Most (>75	s are used). %) About half A few c c	(<25%) None	itionality benind th	em
icipant Response During Writing, check off the number of children who are Off task, distracted, and/or unfocused 50% of the time	s sophisticated word Most (>75 c	s are used). %) About half A few c c	(<25%) None	itionality benind th	
icipant Response During Writing, check off the number of children who are Off task, distracted, and/or unfocused 50% of the time	s sophisticated word Most (>75	s are used). %) About half A few c c	(<25%) None	itionality benind th	
icipant Response During Writing, check off the number of children who are Off task, distracted, and/or unfocused 50% of the time	s sophisticated word Most (>75 c	s are used). %) About half A few c c	(<25%) None	itionality benind ith	
icipant Response During Writing, check off the number of children who are Off task, distracted, and/or unfocused 50% of the time Focus of the distractions Q15. Did you see any adaptations?	Most (>75 c Most fidelity Writing Part cor	s are used). %) About half A few c c	(<25%) None c	itionality benind th	
icipant Response During Writing, check off the number of children who are Off task, distracted, and/or unfocused 50% of the time Focus of the distracted of the number of children who are	Most (>75 c Most fidelity Writing Part cor	%) About half A few c c Tool aducted in another lar	(<25%) None c	itionality benind th	
icipant Response During Writing, check off the number of children who are Off task, distracted, and/or unfocused 50% of the time Focus of the time Adaptations Q15. Did you see any adaptations? No adaptations Timing (disrupted timing)	Most (>75 c Most fidelity Writing Part cor	s are used). %) About half A few c c	(<25%) None c	itionality benin	d th

Q16. Was the adaptation aligned with the knowledge and goals of the Focus on Second unit?						
☐ Yes ☐ No ☐ No adaptations						

<u>Dosag</u>	<u>e</u>					
<u>Sta</u>	art Time:	End Time:	c Number	Talks Not Observed		
Q1. N	umber Talks activities sta	y within the suggested t	ime frame (5-15 minutes).			
	☐ Yes ☐ No	,	,			
Adhe						
Q2 . D	oes the teacher follow the	Number Talks protocol	?			
	☐ Yes ☐ No					
Q3. T	he protocol steps are com	pleted: (Check all that a	pply). cue	anewore	justifications	
]]	☐ Provide problem	nental math Students show visual	☐ Teacher calls for and	answers ∃ □ Students share strategies/	justilications	
	eacher asks at least three expressions (e.g., How ma					
	☐ Yes ☐ No	, ,	.,,		,	
in	acher efficiently brings ful a short amount of time, with (3) Brings class together, providing them. (2)	a majority of children (>9 but process is somewhat	0%) focused on the teache disorganized; some studen		(4) er and her instruction	ons when she begin
	acher conducts the activity (5) Completely aligned: co	-	anges are <u>aligned with the</u> tive enhanced through char			
[(3) Somewhat aligned: mo	ostly conducted as-written	; objective still apparent wit	h minor omissions or chang	ges 🗆	
È		arts from the activity object	tive			
	acher uses teaching strate r-related problems throug			couraging fluency, efficier	ncy, and accuracy	in solving
	(5) Throughout session, si		nking through mental math a	and discussion		
	(3) Somewhat elicits stude	ent thinking through menta	al math and discussion; or e	elicits student thinking in a li	imited fashion □	
(2 		elicit student thinking thro	ugh mental math and discus	ssion; too directive in appro	ach	

Focus on Second Fidelity Tool <u>Number Talks</u>

peers, or discuss i (4) (3) Facilitates some	deas peer-to-peer learning (e.g., superficial "c	check" of peer's answe	er)					
□ (2)								
☐ (1) Does not facilita	te peer-to-peer learning at all (e.g., teach	ner just repeats the co	rrect answer herself)				
cipant Response								
	check off the number of children who	are						
	Most (>75%) About half A few (<25%) None							
Off task, distracted, and	or unfocused 50% or more of the time	С	С	С	С			
Adaptations								
Q10. Did you see an ☐ No adaptations	y adaptations?							
_ no adaptatione		☐ Part conducted in another language						
☐ Timing (disrupted	d timing)							
		☐ Incorporated another content domain						
☐ Used an activity/l	lesson from a different component/type							
□ ∧	£	☐ Used alternative materials						
☐ Added a song/ac	tivity/game	□ Other (en	ecify:	١				
		□ Other (sp	ecity)				
ag <u>e</u>		n Second Fidelity ¹ aunch (Whole Gro						
Start Time: End Time:		c Math Launch Not Observed						

No

ш	alit	

- Q4. Teacher efficiently brings full class together and signals instruction is about to begin for math activities. (5) Brings class together in a short amount of time, with a majority of children (>90%) focused on the teacher and her instructions. (4)
 - (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions when she begins providing them.

(2)

- (1) Struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me...")
- Q5. The teacher provides an appropriate amount of information to introduce/launch the math task(s) or activity(ies). (5) Teacher provides enough information to launch the math lesson without doing the "cognitive work" for the children. Children are prepared to work independently or in small groups.

(4)

- (3) It is mixed: while some cognitive work is left for the children, about half of the cognitive work is done by the teacher. (2)
- (1) Teacher walks through the activity(ies) step-by-step; is overly focused on the procedures. Teacher does all the "cognitive work" for the activity(ies).

Most (>75%) About half A fow (<25%) None

- Q6. Teacher uses appropriate and accurate mathematical terms and academic language.
 - (5) Consistently uses accurate language throughout (e.g., can reframe misconceptions to be accurate)

(4)

- (3) Mostly accurate language (majority of language is technically correct); unclear or too vague or minor errors at times (2)
- (1) Gross inaccuracy(ies); or many unclear explanations that lead to or sustain misconceptions

Participant Response

Q7. During Math Launch activities, check off the number of children who are...

	Most (>13%) About Hall A lew (<23%) Notice
Off task, distracted, and/or unfocused 50% or more of the time	
A <u>daptations</u> Q8. Did you see any adaptations? ☐ No adaptations	
, and the second	☐ Added a song/activity/game
☐ Timing (disrupted timing)	
☐ Used an activity/lesson from a different	☐ Part conducted in another language
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	☐ Incorporated another content domain
	☐ Used alternative materials
component/type	☐ Other (specify:)

Focus on Second Fidelity Tool

Math Workshop (Math Small Group)

Dosage

Start Time: End Time:	c Math Workshop Not Observed
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Q1. Describe activities conducted as part of Math Workshop (including independent, partner, and small group work):

Activity Name/Description	Туре	From Investigations 3?	If yes, current session?	Number of children
1.	□independent □partner □small group			□ 0 □ 2 □ 1 □ 3+
2.	□independent □partner □small group			0 2 1 3+
3.	□independent □partner □Small group			0 2 1 3+
4.	□independent □partner □small group			0 2 1 3+
5.	□independent □partner □small group			0 2 1 3+
6.	□independent □partner □small group			0 2 1 3+
7.	□independent □partner □small group			0 2 1 3+
8.	□independent □partner □small group			0 2 1 3+

9.	□independent □partner □small group			□ 0 □ 1	2 3+
10.	□independent □partner □small group			□ 0 □ 1	2 3+
Q2. Math Workshop stays within the suggested time frame (~30-40 minutes). c Yes c No Adherence Q3. Math Workshop is delivered as a standalone component. c Yes c No Q4. Did the teacher(s) set up at least one Investigations 3 activity (workshop) from the session plan? c Yes c No Q5. Materials are prepared in advance (e.g., as indicated in the curriculum) with no wait time. (if no materials needed, select "yes") c Yes c No					
Focus on Second Fidelity Tool					
Math Workshop (Math Small Group)					
Q6. There is evidence that children know what "to do". c Yes c No					
Quality Q7. An adult circulated the room, monitoring, guiding and/o c (5) Adult consistently monitors and guides (e.g., asks question problem?') c (4) c (3) Teacher sometimes monitors and guides children c (2) c (1) Teacher rarely or never monitors and guides children	estions about what th		what do you n	otice about t	his
Q8. Teacher provided accurate information and correctly uses and models mathematical terms and concepts. c (5) Consistently uses accurate language throughout (e.g., can reframe misconceptions to be accurate)					
c (4) c (3) Mostly accurate language (majority of language is technically correct); unclear or too vague or minor errors at times c (2) c (1) Gross inaccuracy(ies); or many unclear explanations that lead to misconceptions					
29. The teacher asked children to share, clarify, or justify their ideas. c (5) Consistently asks a variety of open-ended questions and/or prompts children to explain or demonstrate their thinking c (4) c (3) Asks some open-ended questions; typically the same one ("How do you know?") c (2) c (1) Does not ask any open-ended questions or prompt children to explain or demonstrate their thinking					

Q10. The teacher supported the "describer's" thinking.

(e.g., reminds child of conceptually similar problems; provides background knowledge; directs group help for child; offers language or clarification to solution method.)

- c (5) Consistently supports "describers" to articulate their strategy
- c (4)
- c (3) Occasionally supports describers
- c (2)
- c (1) Does not support describers at all (e.g., teacher accepts any response and moves on)

Q11. The teacher extends children's conceptual understanding.

- (e.g., embeds key math vocabulary in response to child(ren); highlights and/or encourages the use of multiple solution methods) c (5) Consistently and intentionally extends or elaborates on children's ideas, strategies or explanations (e.g., asks advancing questions such as, do you think that always works?)
 - c (4)
 - c (3) Sometimes extends or elaborates on children's ideas, strategies or explanations
 - c (2)
 - c (1) Rarely extends or elaborates on children's ideas, strategies or explanations

Q12. The teacher encouraged children to listen to and evaluate others' thinking and discuss ideas.

- c (5) Facilitates peer learning and problem-solving throughout activity(ies); asking children to compare solution methods, explain strategies to peers, or discuss ideas
- c (4)
- c (3) Facilitates some peer-to-peer learning (e.g., superficial "check" of peer's answer)
- c (2
- c (1) Does not facilitate peer-to-peer learning at all (e.g., teacher just repeats the correct answer herself)

Focus on Second Fidelity Tool

Math Workshop (Math Small Group)

Q13. The teacher scaffolds children to help them extend their learning, providing "just enough" support for children to complete the task(s) (e.g., appropriate level of detail, not too little or too much help or information).

- c (5) Scaffolds children so that they have access or an "entry point" to an activity (e.g., is responsive; provides appropriate support given child's level)
- c (4)
- c (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children c (2)
- c (1) Never scaffolds children [does not respond to children's mathematical needs <u>OR</u> does almost all of the work for the child (over scaffolds)]
- Q14. Teacher adapted the task or discussion according to children's abilities and development by purposefully presenting the content in different ways, varying materials, or providing children with flexibility in how they complete the activity(ies). For example, teacher allows for some children to complete tasks with manipulatives while others are doing 'mental math.'
 - c (5) Addresses a wide range of ability levels, including both children that appeared to have low and high proficiency of concepts or skills c (4)
 - c (3) Addresses multiple children within a limited range of ability (e.g., modifies task so that it is easier for children with low mastery) c (2)
 - c (1) Addresses no children differently based on ability or development

Q15. The teacher encouraged mathematical reflection.

- c (5) <u>Highly intentional in stating</u> "big idea" (e.g., these are different ways to count, to tell us how many) and relating activity to previous ones or real world (e.g., we count to keep track, like when taking attendance...what else do we track?)
- c (4)
- c (3) Provides cursory reflection on the activity; may not be at the level of "big idea"
- c (2)
- c (1) No mention of big math ideas or relation to previous activities or real world

Participant Response

Q16. During Math Small Group, check off the number of children who are...

		Most (>75%) A	bout half A few (<2	25%) None
Off task, distracted, and/or unfocused 25% or more of the time	C	C	С	С

A <u>daptations</u> Q17. Did you see any adaptations? ☐ No adaptations	
	☐ Added a song/activity/game
☐ Timing (disrupted timing)	
	☐ Part conducted in another language
☐ Used an activity/lesson from a different	
	☐ Incorporated another content domain
	☐ Used alternative materials
component/type	
☐ Used a different curriculum	
	☐ Other (specify:)

Focus on Second Fidelity Tool Math Summary / Wrap-up / Discussion

Dosag	_
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	Start Time:	End Time:	c Math Summary/Wrap-up Not Observed
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Adherence

- Q1. Math Summary/Wrap-up stays within the suggested time frame (5-15 minutes).
 - c Yes c No
- Q2. Teacher has a few children share something about their work from Math Workshop.
 - c Yes c No

Quality

- Q3. The teacher facilitates a whole group discussion related to the learning goal or big idea of the math lesson. c (5) An extended whole group discussion occurs, focusing on the learning goal or "big idea" (e.g., these are different ways to count, to tell us how many)
 - c (4)
 - c (3) A whole group discussion occurs but is more cursory; may not be at the level of "big idea." Students may share their work in a "show and tell" format that minimally highlights any mathematical ideas.
 - c (2)
 - c (1) Minimal or no whole group discussion occurs
- Q4. The teacher asked children to share, clarify, or justify their ideas.
 - c (5) Consistently asks a variety of open-ended questions and/or prompts children to explain or demonstrate their thinking c (4)
 - c (3) Asks some open-ended questions; typically the same one ("How do you know?")
 - c (2)

c (1) Does not ask any open-ended questions or prompt children to explain or demonstrate their thinking

Q5. The teacher supported the "describer's" thinking.

- (e.g., reminds child of conceptually similar problems; provides background knowledge; directs group help for child; offers language or clarification to solution method.) c (5)

 Consistently supports "describers" to articulate their strategy
 - c (4)
 - c (3) Occasionally supports describers
 - c (2)
 - c (1) Does not support describers at all (e.g., teacher accepts any response and moves on)

Q6. The teacher extends children's conceptual understanding.

(e.g., embeds key math vocabulary in response to child(ren); highlights and/or encourages the use of multiple solution methods)

- c (5) Consistently and intentionally extends or elaborates on children's ideas, strategies or explanations (e.g., do you think that always works?)
- c (4)
- c (3) Sometimes extends or elaborates on children's ideas, strategies or explanations
- c (2)
- c (1) Rarely extends or elaborates on children's ideas, strategies or explanations

Q7. The teacher encouraged children to listen to and evaluate others' thinking and discuss ideas.

- c (5) Facilitates peer learning and problem-solving throughout activity(ies); asking children to compare solution methods, explain strategies to peers, or discuss ideas
- c (4)
- c (3) Facilitates some peer-to-peer learning (e.g., superficial "check" of peer's answer)
- c (2)
- c (1) Does not facilitate peer-to-peer learning at all (e.g., teacher just repeats the correct answer herself)

Focus on Second Fidelity Tool

COMPLETE AT END OF VISIT/OBSERVATION

Global Fidelity Items

- 1. How often are relevant vocabulary (related to the Unit or children's work on activities) and rich academic language used and clearly defined throughout the observation (e.g., repetition in conversations, explore meaning through multiple modes)? c (5) Relevant vocabulary and rich academic language are used and clearly defined throughout the observation (i.e. most or at least 75% of instructional time)
 - c (4) (i.e., at least 50% of instructional time)
 - c (3) Relevant vocabulary and rich academic language are sometimes used and clearly defined during the observation (i.e., occasionally) c (2) (i.e., observed at least once, but at most only a few examples)
 - c (1) Relevant vocabulary and rich academic language may be used at times during the observation but they are not clearly defined (i.e., never observe teaching defining relevant vocabulary and rich academic language)

2. Literacy opportunities are embedded throughout the observation (via writing, reading with or without props (e.g., pictures), direct references to text, etc.).

- c (5) Literacy opportunities available during each component throughout the observation (i.e., most or at least 75% of instructional time) c (4) (i.e., at least 50% of instructional time)
- c (3) Literacy opportunities sometimes available (i.e.., occasionally)
- c (2) (i.e., observed at least once, but at most only a few examples)
- c (1) Literacy opportunities not available except during explicit literacy instruction (i.e., never embedded)
- 3. Mathematics opportunities are embedded throughout the observation (outside of math lessons/activities). c (5) Math opportunities are available throughout the observation; teachers frequently bring math ideas and language into activities and discussions (i.e., most or at least 75% of instructional time)
 - c (4) (i.e., at least 50% of instructional time)

- c (3) Math opportunities sometimes available throughout the observation; teachers sometimes bring math ideas and language into activities and discussions (i.e., occasionally)
- c (2) (i.e., observed at least once, but at most only a few examples)
- c (1) Math opportunities not available except during explicit math instruction (i.e., never embedded)

4. Teacher talks to children in ways that encourage them to expand on or think more deeply about ideas. Exchanges between teachers and children are generally characterized by:

- c (5) Consistent effort to extend child talk to further understanding, such as using open-ended questions to deepen children's ideas and explanations or paraphrasing (i.e., most or at least 75% of exchanges between teachers and children)
- c (4) (i.e., at least half 50% of exchanges encourage children to expand ideas of think deeply)
- c (3) Some effort to extend child talk, such as using mostly close-ended questions or responding with a simple repetition of children's thoughts rather than a deepening of ideas (e.g., *Are you sure? OK.*)
- c (2) (i.e., observed at least once, but at most only a few examples of expanding child thinking)
- c (1) No effort to extend child talk, such as brief answers without follow-up (e.g., provide the "right answer" or end exchange ("ok") (i.e., never observe expansion on child thinking)

5. Teacher connects or links activities to the curriculum unit or text in explicit and intentional ways.

- c (5) Most activities are explicitly linked to the unit or text through teacher's instructions and discussions with children (i.e., most or at least 75% of instructional time)
- c (4) (i.e., at least 50% of instructional time)
- c (3) Most activities are implicitly linked to the unit or text through shared content (e.g., When unit book is about trees, children construct and decorate trees, but link to the text or unit is not made explicit)
- c (2) (i.e., observed at least once, but at most only a few examples)
- c (1) None of the other activities (e.g., other than book reading) are linked to the curriculum unit or text

Focus on Second Fidelity Tool

Global Fidelity Items

6. To what degree does this teacher use differentiated learning strategies to make the curriculum accessible to and address the range of children in the classroom, including ELL students and those with special needs?

(e.g., use of visuals, technology, cues/signal, or pictures relevant to the child's culture or language; icons that facilitate communication and allow children to respond nonverbally; various materials for writing to accommodate differences in fine motor skills)

- c (5) Consistent use of differentiated learning strategies to make curriculum accessible to and address the needs of all children (i.e., most or at least 75% of instructional time)
- c (4) (i.e., at least 50% of instructional time)
- c (3) Some use of differentiated learning strategies to make the curriculum accessible to and address the needs of all children c (2)
- (i.e., observed at least once, but at most only a few examples)
- c (1) No use of differentiated learning strategies

7. To what degree does this classroom capitalize on learning opportunities for children?

- c (5) There were few to no missed learning opportunities. Teacher was intentionally extending children's learning throughout the observation. (i.e., most or at least 75% of instructional time)
- c (4) (i.e., at least 50% of instructional time)
- c (3) There were some missed learning opportunities. Teacher was at times intentionally extending children's learning but at other times was not.
- c (2) (i.e., observed at least once, but at most only a few examples)

- c (1) There were many missed learning opportunities. Any extended learning opportunities seemed incomplete.
- 8. To what degree is it the classroom culture to discuss, explicitly demonstrate, and show respect and appreciation (e.g., discussions, materials, languages) for diversity?
 - c (5) Great emphasis is placed on diversity (at least 75% of instructional time)
 - c (4) (at least 50% of instructional time)
 - c (3) Moderate emphasis is placed on diversity (some visuals; some comments or discussion)
 - c (2) (i.e., at least one but only a few examples)
 - c (1) No emphasis or little evidence that this teacher emphasizes diversity (no comments; few visuals present)
- 9. To what degree are the learning opportunities in this classroom cognitively demanding (i.e., requiring strategic and extended thinking?
 - c (5) Many of the learning opportunities require high levels of cognitive demand (i.e., most or at least 75% of instructional time) c (4) (i.e., at least 50% of instructional time)
 - c (3) Some of the learning opportunities require high levels of cognitive demand
 - c (2) (i.e., observed at least once, but at most only a few examples)
 - c (1) No learning opportunities require high levels of cognitive demand
- 10. To what extent does this classroom use the paraprofessional teacher or other adult as an instructional resource? c (5) Para/other adult may lead clean up and classroom management, but much of their role is to be an instructional support (be part of and contributing to the instructional aspects of the class) (i.e., at least 75% of instructional time)
 - c (4) (i.e., at least 50% of instructional time)
 - c (3) Para/other adult role is sometimes is an instructional support (i.e., several examples of instructional support role) c (2) (i.e., at least one but only a few examples)
 - c (1) Para/other adult addresses clean up and/or classroom management only (i.e., never provides instructional support) c N/A. Para in the classroom during this visit is not the typical classroom para (i.e., s/he is a substitute).
 - c N/A. There is no para/other adult in this classroom.

Focus on Second Fidelity Tool

Global Fidelity Items

- 11. Teacher effectively uses strategies for total and equitable student participation (e.g., some examples of total participation techniques are equity sticks, talk protocols such as think, pair, share or matching crayons, strategic seating, etc.).
 - c (5) Teacher facilitates discussion and sharing of ideas in a way that enables her/him to hear the thinking of most students in the class. Teacher "moves" demonstrate an expectation that all students will share their thinking and participate (i.e. most or at least 75% of instructional time)
 - c (4) (i.e., at least 50% of instructional time)
 - c (3) Teacher sometimes facilitates discussion and sharing of ideas in a way that enables her/him to hear the thinking of most students in the class (i.e., occasionally)
 - c (2) (i.e., observed at least once, but at most only a few examples)
 - c (1) Teacher rarely or never facilitates discussion and sharing of ideas in a way that enables her/him to hear the thinking of most students in the class (i.e., never facilitates)
- 12. Overall rating of how much this classroom implements the Focus on Second Curriculum with fidelity: c (5) Exemplary classroom that fully implements all components of the Focus on Second curriculum that were observed and at a high level of quality
 - c (4)
 - c (3) Evidence that this classroom has made a good-faith effort to implement components of the Focus on Second Curriculum c (2)
 - c (1) Few or no tangible signs of the Focus on Second Curriculum in this classroom
 - c N/A INOT USING FOCUS ON SECOND CURRICULUM OR FOCUS ON SECOND NOT OBSERVEDI

- **13. Overall rating of how much this classroom implements the Investigations Curriculum with fidelity:** c (5) Exemplary classroom that fully implements all components of Investigations that were observed and at a high level of quality c (4)
 - c (3) Evidence that this classroom has made a good-faith effort to implement components of Investigations
 - c (2)
 - c (1) Few or no tangible signs of Investigations in this classroom
 - c N/A: Does not implement Investigations Curriculum or math not observed

c Yes

14. Did you see any evidence of social studies/history $\, \, c \, \, \text{No} \, \,$

instruction outside of Text Talk lessons?

14b. If yes, what did you see?

Focus on Second Fidelity Tool

COMPLETE AT END OF VISIT/OBSERVATION

Global Fidelity Items - Content

16. What is the theme(s) or focal question(s) evident during the observation?

17. How abstract is the content delivered on this theme/focal question?

- (5) Theme content is mostly abstract (e.g., What makes someone your friend? What is a game?)
- (4)
- (3) Theme content is somewhat concrete (e.g., Animals and habitats, seeds and plants)
- (2)
- (1) Theme content is very concrete (e.g., worms, pumpkins)

Not applicable; No discernible theme/focal question

- 18. How rich is the content delivered on the theme/focal question?
 - (5) Theme content promotes students' conceptual development, including rich content and background knowledge opportunities for most times when theme content is being delivered (e.g., How do living things grow and change)?
 - (4)
 - (3) Theme content somewhat promotes students' conceptual development, including less rich content and background knowledge opportunities (e.g., "bakery shop")

(2)

(1) Theme content does not promote students' conceptual development (e.g., holiday/seasonal themes, like "Fall", coloring or completing worksheets with thematic ties)

Not applicable; No discernible theme/focal question

- 19. How much evidence of the theme/focal question did you see in this classroom's instructional time?
 - (5) Theme evident in at least three classroom instructional components (e.g., small groups, studios)

(4)

(3) Theme evident in two classroom components

(2)

(1) Theme not evident in classroom components

Not applicable; No discernible theme/focal question

20. To what degree did the teacher make connections between activities to deepen children's understanding of the theme/focal question? (5) A great deal – teacher consistently made clear reference to the theme within activities and also made connections across several activities (e.g., collecting food in one activity; feeding turtles and documenting observations in another)

(4)

- (3) Somewhat teacher made some references to theme within activities and made at least two connections across activities (2)
- (1) Not at all teacher did not make connections

Not applicable; No discernible theme/focal question

- 21. To what degree is there evidence of the theme in classroom materials, including materials within studios and students' work on the walls? (e.g., vocabulary cards, Connection Collection, anchor charts, world map)
 - (5) Theme highly evident related materials/components in at least three areas of the classroom and in students' posted work (4)
 - (3) Theme evident in at least two areas of the classroom

(2)

(1) Theme not evident in materials or students' posted work

Not applicable; No discernible theme/focal question

Focus on Second Fidelity Tool Global Fidelity Items - Content

- 22. How many theme-specific vocabulary words did the teacher define (e.g., provides alternative words to clarify, asks children to define)? For example, vocabulary for theme of "habitats:" tadpole, cub, flock, hatch, burrow, hibernate, etc. c 7+ c 5 or 6 c 3 or 4 c 1 or 2 c 0 c N/A; no discernible theme/focal question
- 23. When conflicts between children arise, how are they handled?

Children handle them on their own

Teacher intervention

Combination of the two

Conflict not observed

24. Are conflicts resolved effectively?

Yes

Nο

Conflict not observed

25. Is there any evidence in the classroom for established processes around handling conflicts (e.g., feelings charts; conflict related

	Yes
	No
26.	The quality of student's work on the walls and around the room was:
	(5) High quality (e.g., clear evidence of children's thinking and process of learning; varied work displayed)(4)
	(3) Moderate quality (e.g., work posted shows some attempt of children expressing their ideas) (2)
	(1) Low quality (e.g., minimal evidence of children's thinking and process of learning; all the posted work looks the same all children do the same activity)

charts, words, or phrases; a particular process is referenced when a conflict is handled)?

Focus on Second Fidelity Tool <u>Teacher Interview (ASK LEAD TEACHER THESE QUESTIONS AT END OF VISIT 1)</u>

Q1. Which of these curricula or components do you use? (Check all that apply)

C	c Focus on Second	c Fundations	c Investigations 3	c Number Talks	c "Which one doesn't belong" protocol

Q2. What other curricula do you use? (check all that apply)

		1
☐ Lively Letters	☐ Everyday Math	☐ Second Step
☐ Sounds Abound	☐ Handwriting without	☐ Open Circle
☐ Fountas and Pinnell	Tears $\ \square$ The Leader in Me	☐ Discovering Justice
☐ Expeditionary Learning	□ FOSS / STC	□ Estrellita
☐ EngageNY/Eureka Math	☐ Literacy Collaborative	☐ Other:
Q3. What assessments are you using to	track child progress? (Ask teacher	to respond with a yes or no) (Check all that apply).
☐ Focus on Second Writing Observ	ation	
	☐ DIBELS	
		☐ Portfolios (hardcopy or digital)
	☐ DIBELS Progress Mo	-
Tools and Rubrics		☐ Running Record
☐ Fundations unit assessments		
	☐ F&P Assessment	
		☐ Teaching Strategies GOLD
☐ Assessments from Investigations		
	☐ Lexia	
- ANAUSA MAAD		☐ TRC
□ NWEA/MAP	☐ Observational Notes	
	☐ Observational Notes	☐ Work Sampling System
☐ Other (e.g., school- or team-creat	ted assessments):	□ work Samping System

Q4. During a typical week in this classroom, how often are the following Focus on Second and math components incorporated into the school day? (Use a $\sqrt{\ }$)

	(Typical) Number of days per week					Occasionally	Not enough info/ don't	
Component	5	4	3	2	1	0		know
Vocabulary								
Text Talk								
Fundations / Literacy Whole Group								
Literacy Small Group [teacher led]								
Guided Independent Reading								
Learning Stations								

Science and Engineering				
Studios				
Thinking and Feedback				
Writing				
Number Talks				
Math Launch				
Math Workshop				
Math Summary/Wrap Up				
Storytelling				
Story Acting				
Adult Story Telling				

Q5. IF THEY DO THINKING & FEEDBACK: How do you determine who is selected for Thinking and Feedback?

Focus on Second Fidelity Tool <u>Teacher Interview</u>

Q6. Who teaches science and what curriculum do they use? (check all that apply and ask for curriculum used)

c Teacher	c Science specialist
What curriculum? c Focus on Second c FOSS c Other:	What curriculum? c Focus on Second c FOSS c Other:

Q7. Grouping Children:

a. IF THEY DO TEACHER-LED LITERACY SMALL GROUP: How do you form the small groups of children for language and literacy small group activities?

b. IF THEY DO MATH WORKSHOP OR MATH SMALL GROUP: Do you change the composition of the children in your math small group activities? In what way? how frequently?

Q8. How do you plan for lessons, generally? (Check all that	apply.)		_		
For language/literacy: □ Plan collaboratively □ Plan individually □ Other:	For math:				
Q9. Do you do the culminating projects?					
Project	Planning to do it/ Doing it	Not planning to do it	Completed it		
a) Our Schools Project (Unit 1)	С	С	С		
b) Thompson Island Erosion Project (Unit 2)	С	С	С		
c) Our Neighborhood Project (Unit 3)	С	С	С		
d) Pollinator Project (Unit 4)	С	С	С		
Q10. How do you plan for word study/word work instruction c I follow the Fundations scope and sequence exactly c I mostly use the Fundations scope and sequence, but adj c I create my own scope and sequence phonics skills and p c Other: please describe:	ust it some to meet the needs of oull from multiple curriculum sour	f my students rces			
1. Is the paraprofessional who was here today your assigned para? Yes No No para here today No para assigned to this room					
Q12. On a typical day, is the assigned para in the classroom					
Other Comments about this classroom and/or observation:					

Focus on Second Fidelity Tool

CONTENT KNOWLEDGE [ASK TEACHER ONLY IF S/HE IS NOT IMPLEMENTING FOCUS ON EARLY LEARNING]

Q14. Do today's lessons come from a unit, theme, or focal question? Yes [If yes, ask the following:] No [If no, ask the following:] 15) Please describe the theme(s) or focal question(s): 15a) How did you choose the theme(s) or focal question(s)? 15b) Why did you choose that theme(s) or focal question(s)? 15c) What activities do you use to explore the theme(s) or focal question(s)? (Select all that apply, prompt for Other) 17) Do you ever use themes or focal questions in your classroom? Yes No [IF NO, END TEACHER QUESTIONS] [If yes, ask the following:] 17a) What was the last theme/question in your classroom? 17b) How did you choose themes or focal questions? 17c) Why did you choose that theme(s) or focal question(s)? ☐ Morning Meeting ☐ Thinking and Feedback ☐ Read Aloud ☐ Studio Activities ☐ Small Groups ☐ Math 17d) What activities do you use to explore the theme(s) or focal guestion(s)? (Select all that apply, prompt for Other) ☐ Other (give examples): 16) Do you explore the theme(s) or focal question(s) in multiple lessons across the year? Yes No ☐ Morning Meeting ☐ Thinking and Feedback ☐ Reading to Learn/Read Aloud ☐ Other (give examples): ☐ Studio Activities ☐ Small Groups ☐ Math [If yes, ask the following:] 16a) Where do/es today's lesson(s) fall in the unit or theme? _____ Beginning _____ Middle ____ End 16b) Why do you revisit the theme(s) or focal question(s)? (Prompt for repeat concepts or skills; introduce related concepts or skills; and/or more fully explore theme or focal question) 18) Do you explore the theme(s) or focal question(s) in multiple lessons across the year? Yes No [If yes, ask the following:] 18a) Where do/es today's lesson(s) fall in the unit or theme? Beginning Middle `End 18b) Why do you revisit the theme(s) or focal question(s)? (Prompt for

repeat concepts or skills; introduce related concepts or skills; and/or more fully explore theme or focal question)