# SPARK Fidelity Observation Form Instructions

This document provides direction to SPARK programs for completing the fidelity monitoring of in-school tutoring sessions.

<u>Why do I need to collect Fidelity of Implementation information on my tutors?</u>

The SPARK Fidelity Observation form is a useful tool for program managers to structure their observations and feedback with tutors. Further, it will inform the evaluation of SPARK. With the SPARK program being implemented across several states, it is important to document that the core program elements are occurring and identify site-specific needs for additional support and professional development.

<u>How often should I observe each tutor?</u>

It is the expectation that SPARK sites observe tutors <u>at least two times per </u>month (if possible) for the first three months after a tutor starts and then monthly after that. It is not necessary to observe tutors with all of their students. It may be difficult to schedule observations in back-to-back sessions.

<u>What should I do with the results of fidelity observations?</u>

Program managers should keep the results of all of observations in a three-ring binder organized chronologically by tutor. The binder will allow program managers to more easily prepare for additional fidelity observations and tutor reviews and will allow the evaluation team to more effectively monitor implementation across SPARK sites.

<u>How do I complete the Fidelity Observation?</u>

**Section 1:** This section should be completed <u>before</u> the tutoring session begins. It is completed through a combination of talking with the tutor and reviewing the Lesson Plan.

1) Circle <u>yes</u> if all sections of the lesson plan are filled out, <u>no</u> if the tutor does not have a lesson plan and <u>partially </u>if only some sections are filled out.

2) Briefly describe what activity the tutor plans for the <u>familiar activity (the opening of the lesson)</u> by talking to the tutor and/or reviewing the lesson plan.

3) Note whether the tutor intends to include a <u>running record</u>, which is an assessment used to determine whether or not a student can read a book at an independent level.

4) The <u>unit #</u> is found on the Word Play bins marking the Unit the student is working on during this time.

5) The <u>sort #</u> is found on the Word Play bins marking the skills the student is working on during this time.

6) Write the specific <u>skill</u> the student will be working on during Word Play (ex: initial consonants, –es & –s endings).

7) Ask the tutor if a word play <u>assessment</u> is planned and/or check the word play section of the lesson plan to see if an assessment is noted there.

8) Write the <u>title</u> of the book and review the book to note if it is <u>fiction or non-fiction</u>. Check the student's reading level progress chart to determine if the book is at the <u>student's instructional level</u>. Ask the tutor if this will be the <u>first time</u> using this book and/or check previous lesson plans.

9) Briefly describe what activity the tutor plans for <u>writing</u> by talking to the tutor and/or reviewing the lesson plan.

**Section 2:** Section 2 should be completed <u>during</u> the tutoring session. Observe the session in a location that allows you to see the activities and hear the tutor and student but does not disrupt the lesson. <u>Do not interrupt of correct anything the tutor or student does during the session.</u> If possible, also observe the transition from the classroom to the SPARK tutoring session.

For each component of the lesson plan, circle the order in which it occurred (or N/A if it did not occur) and write the number of minutes spent on that component. You should have a stop-watch or timer to track the time.

10) Briefly describe the <u>familiar activity,</u> if one occurs. The familiar activity is intended to be a brief warm-up activity reviewing something the student already knows in order to get the student ready for learning.

11) Circle all activities that occur during <u>word play</u>.

   <u>Assessment</u> – These assessments are included in the word play bins and drawn from Words Their Way.

   <u>Making words</u> – An activity that develops letter sound awareness by guiding students to build words letter by letter. Students should make all letter sounds.

   <u>Flipbooks</u> – Students flip through words with a common beginning or ending sound.

   <u>Phonics Reader</u> – Sound/Symbol books from Reading A-Z with *words* or *phrases* corresponding to phonics skills. Students may read or find these words or phrases, rather than reading the entire book.

   <u>Decodable Reader</u> – Books from Reading A-Z with *stories* corresponding to phonics skills.

   <u>Word Sort</u> – An activity where students arrange groups of words or pictures by common characteristics, such as spelling patterns. Students should say and/or repeat all the sounds and words.

   <u>Elkonin boxes</u> – A set of drawn boxes to help students hear separate sounds in words and record them with letters.

   <u>Other</u>: Briefly describe any other activities that occur.

12) Circle <u>yes</u> if all of the word play activities match the lesson plan, <u>no</u> if none did, and <u>partially</u> if some did.

13) Note whether or not the student's writing corresponded to the skill they worked on during word play.

14) Note whether or not the student's writing corresponded to the book they read during Reading at Instructional Level.

15) Mark whether or not the student completed an <u>Elkonin box</u> with a word from their own generated sentence(s).

16) Circle <u>yes</u> if the tutor intentionally reviews multiple words that appear in the book before reading.

17) A <u>book walk</u> is a pre-reading activity that consists of looking through and discussing a book without reading all of the words.

18) Note whether or not the tutor asks the student <u>discussion questions</u> before, during, or after reading the book.

19) <u>Graphic organizers</u> are used as part of Instructional Reading time in order to improve comprehension. They help students focus on a specific comprehension skill. Tutors and/or students write down brief ideas pertaining to the book on the graphic organizer sheet.

**Section 3:** Complete this section immediately <u>after</u> the tutoring ends. This can be done individually or with input from the tutor.

20) Mark whether the transition from the classroom to the SPARK room was smooth or difficult. If the transition was difficult, mark what made the transition difficult or fill in the reason under other.

21) Circle <u>prepared</u> if the tutor had all materials ready before beginning the lesson, <u>somewhat</u> if the tutor had most or some of the materials prepared and <u>not at all</u> if the tutor did not have any materials prepared.

22) Circle <u>fully</u> if the tutor included all activities on the lesson plan, <u>somewhat</u> if they included most or some of the activities, and <u>not at all</u> if they did not include any of the activities on the lesson plan or did not have a lesson plan.

23) Circle <u>engaged</u> if the student completed the activities during the lesson with minimal reminders/coaxing, <u>somewhat</u> if they completed most of the activities and/or needed consistent reminders to stay on task, and <u>not at all</u> if they did not participate in activities during the lesson.

24) Circle the activities the student seemed <u>engaged</u> in (following the definition above).

**Additional Notes:** Add any additional notes you think are important to document such as:

- extenuating circumstances such as the tutor or student was sick,

- skills you want to work on with the tutor,

- ideas for improving the effectiveness of working with that particular students,

- anything else you want to keep track of.