Focus on First Fidelity Tool

Observer Name: _____

Date of observation: _____

Start time: _____ AM/PM

End time: _____ AM/PM

School ID: _____

Classroom ID: _____

Circle one: VISIT 1   VISIT 2

What literacy curriculum is this classroom using? _____

What math curriculum is this classroom using? _____

What phonics curriculum is this classroom using? _____

IF CLASSROOM IS USING FOCUS ON FIRST:

What unit of the Grade 1 curriculum is this classroom on? _____

What week of the Grade 1 curriculum 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 STUDIOS:

How many days per week does the teacher do Studios? _____

How long do Studios last each day when they are done? _____

IF CLASSROOM IS USING FUNDATIONS:

What week of Fundations is this classroom on? _____

What week of Fundations is this classroom 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?   ☐ Yes   ☐ No   **Paraprofessional present?** ☐ Yes   ☐ No   ☐ N/A

Number of: Children _____   Other staff _____   Parents/volunteers _____

During the observation period, did you observe any of the following?

Adult Story Telling	☐ Yes	☐ No
Community of Learners/Class Meeting (Problem Solving, Open Circle, Second Step, etc.)	☐ Yes	☐ No
Investigations Classroom Routines	☐ Yes	☐ No

Significant Events/Comments:

Were any children pulled out of the classroom for some intervention/services? ❏ Yes ❏ No *Complete only if yes:* How many children were pulled out? 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?	**Double-coded visit?** ❏ Yes ❏ No *Complete only if double-coded visit:* Partnered with: _____ **What codes are in this datasheet?** ☐ Lead Coder's Codes ☐ Double Coder's Codes ☐ Final Codes

Focus on First Fidelity Tool
Studios

Dosage

Start Time:	End Time:	☐ Studios NOT observed

Adherence

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 (~30 minutes, or however long teacher planned). [REFER TO COVER SHEET TO SEE THE NUMBER OF MINUTES/DAY THAT THE TEACHER IS PLANNING FOR STUDIOS].

☐ Yes ☐ No

Q3. Describe which studios are used.

	Used	**Activity Name/Description**	**From weekly lesson**
(a) Art Studio	☐		☐
(b) Library & Listening Studio	☐		☐
(c) Building Studio	☐		☐
(d) Dramatization Studio	☐		☐
(e) Writing & Drawing Studio	☐		☐
(f) Science & Discovery Studio	☐		☐
(g) Extended Work Studio	☐		☐
(h)	☐		☐
(i)	☐		☐
(j)	☐		☐

Q4. Materials for Studios are prepared in advance with no wait time. (if no materials needed, select "yes")

☐ Yes ☐ No

Q5. Children are allowed to choose their studio.

☐ Yes ☐ No

Q6. Evidence of routines/structures are in place for going to and/or moving between studios (e.g., sign-up lists, number limits, "I'll be right back", "Work in Progress" sign).

☐ Yes ☐ No ☐ Not observable in the video

Q7. There are materials to write and reasons for children to write (e.g., samples of writing) easily accessible from anywhere in the room.

☐ Yes ☐ No ☐ Not observable in the video

3

Q8. Evidence of ongoing STEM investigations is present (e.g., table or section of the room is set up with STEM activities, journals, books on science content).

☐   Yes   ☐   No   ☐   Not applicable to unit (only applicable to unit 4 – weather)

Q9. Teacher asks at least two open-ended questions (e.g., I wonder what would happen if…What do you think about…?).

☐   Yes   ☐   No

Q10. Teacher documents children's learning and/or work in studio activities (e.g., writing down ideas, taking notes, photographing, videotaping).

☐   Yes   ☐   No

Q11. What proportion of studios time did the teacher "facilitate" studios?

☐   76-100%   ☐   51-75%   ☐   26-50%   ☐   1-25%   ☐   0%

Quality

Q12. Teacher efficiently brings full class together and signals instruction is about to begin.

☐   (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.

☐   (4)

☐   (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.

☐   (2)

☐   (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…")

Q13. Teacher incorporates or references prior classwork to inform or reinforce the current day's planned activities when introducing Studios.

☐   (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)

☐   (4)

☐   (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)

☐   (2)

☐   (1) Does not reference prior classwork at all (verbally or through display of work)

Q14. 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:

Q15. Teacher uses a variety of vocabulary words that are sophisticated or advanced.

☐   (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced

☐   (4)

☐   (3) Teacher uses some vocabulary words that are sophisticated or advanced

☐   (2)

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

Q16. 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).

Q17. Teacher connects or links what children are doing in studio activities to the unit content or book.
- ☐ (5) Extensive connections to the unit or book (e.g., in-depth, deliberate comment about how studios activities are related to the unit or book; using vocabulary from the text in the context of the studio activity)
- ☐ (4)
- ☐ (3) Cursory mention of unit book without saying how the studio activities directly link to it
- ☐ (2)
- ☐ (1) No connections or links to the unit or book are made

Q18.Teacher exploits opportunities to describe or comment about children's actions.
- ☐ (5) Teacher often describes or comments about children's actions
- ☐ (4)
- ☐ (3) Teacher sometimes describes or comments about children's actions
- ☐ (2)
- ☐ (1) Teacher never describes or comments about children's actions

Q19. Teacher exploits opportunities to provide process information (e.g., "why", "how" info) to children.
- ☐ (5) Teacher often provides process information to children
- ☐ (4)
- ☐ (3) Teacher sometimes provides process information to children
- ☐ (2)
- ☐ (1) Teacher never provides process information to children

Q20. 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).
- ☐ (5) Scaffolds most children (e.g., is responsive; provides appropriate support given child's level)
- ☐ (4)
- ☐ (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children
- ☐ (2)
- ☐ (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)

Q21. Teacher promotes child choice and creativity or interest and intentionally links it back to the studio's objectives or goals.
- ☐ (5) There is evidence that the teacher promotes child choice and creativity or interest and intentionally ties child choice back to the overall studio goal or objective
- ☐ (4)
- ☐ (3) There is some evidence that the teacher promotes child choice and creativity or interest and intentionally ties child choice back to the overall studio goal or objective
- ☐ (2)
- ☐ (1) There is little to no evidence that the teacher promotes child choice and creativity or interest and intentionally ties child choice back to the overall studio goal or objective

Q22. 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)
- ☐ (5) Most teacher-child interactions (90% or more) can be characterized by **sustained and substantive interactions (5+ turns) around unit content** where teacher prompts for extended talk, asks follow-up questions and children provide contingent responses
- ☐ (4)
- ☐ (3) Interactions are a mix of shallow, brief interactions and a few sustained interactions **(5+ turns)**
- ☐ (2)
- ☐ (1) Most interactions between teacher and children are **brief (1-2 turns)**

Q23. Children engage with a peer(s) (e.g., talking to, working collaboratively with) around the content of Studios, and the teacher actively facilitates peer-to-peer interactions.

- ☐ (5) Most children engage with a peer(s) (e.g., talking to, working collaboratively with) around the content of Studios, and teacher facilitates peer-to-peer interactions
- ☐ (4)
- ☐ (3) Some children engage with a peer(s) (e.g., talking to, working collaboratively with) around the content of Studios, or teacher sometimes facilitates peer-to-peer interactions
- ☐ (2)
- ☐ (1) Children mostly work independently in Studios or any peer-to-peer interactions that are observed are not about the content of Studios

Participant Response

Q24. During Studios, check off the number of children who are…

	Most (>75%)	About half	A few (<25%)	None	Unclear on video
Off task, distracted, and/or unfocused 25% or more of the time	☐	☐	☐	☐	☐

Adaptations
Q25. Did you see any adaptations?

☐ No adaptations	☐ All/part conducted in another language
☐ Timing (disrupted timing)	☐ Incorporated another content domain
☐ Used an activity/lesson from a different component/type	☐ Used alternative materials
☐ Added a song/activity/game	☐ Other (specify: _____)

Q26. Was the adaptation aligned with the knowledge and goals of the Focus on First unit?

☐ Yes   ☐ No   ☐ No adaptations

Focus on First Fidelity Tool
Thinking and Feedback

Dosage

Start Time:	End Time:	❏ T&F Not Observed

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 sharing their work prior to the start of T&F.
- ❏   Yes
- ❏   No
- ☐   Not observable in the video

Q3. Teacher/class utilizes the Thinking and Feedback protocol.
- ☐   Yes
- ☐   No

Q4. The Protocol Steps completed are (check all that apply):
- ☐   Looking
- ☐   Noticing
- ☐   Listening
- ☐   Wondering
- ☐   Suggesting/ Inspiring

Q5. Protocol Steps are followed in order.
- ☐   Yes
- ☐   No

Q6. Teacher provides visual display of protocol to walk through steps.
- ☐   Yes
- ☐   No

Q7. Most feedback and comments are aligned with the presentation.
- ☐   Yes
- ☐   No

Q8. Teacher (or at least one adult in the classroom) takes notes during T&F activity.
- ☐   Yes
- ☐   No

Q9. Teacher summarizes feedback and suggestions at the end of T&F.
- ☐   Yes
- ☐   No

Quality

Q10.Teacher efficiently brings full class together and signals instruction is about to begin.
- ☐   (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.
- ☐   (4)
- ☐   (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.
- ☐   (2)
- ☐   (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…")

Q11.There is a clear purpose for this particular T&F session.
- ☐   (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.
- ☐   (4)
- ☐   (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.
- ☐   (2)
- ☐   (1) T&F resembles "show & tell" (e.g., discuss work done, but not for any particular purpose).

Focus on First Fidelity Tool
Thinking and Feedback

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)

- ☐ (5) Consistently builds on and extends child thinking and understanding (e.g., adeptly rephrases in words other children understand)
- ☐ (4)
- ☐ (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)
- ☐ (2)
- ☐ (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.

- ☐ (5) Feedback is directly related to the presentation; children's comments are kind, specific and helpful; interactions reflect a coherent discussion around the presentation.
- ☐ (4)
- ☐ (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.
- ☐ (2)
- ☐ (1) Feedback is disjointed and comments are unrelated to one another.

Q14.Children use curriculum-specific vocabulary to reflect on and describe their work.

- ☐ (5) Majority of children use curriculum-specific vocabulary in discussion when reflecting on and describing work.
- ☐ (4)
- ☐ (3) Some children use curriculum-specific vocabulary in discussion when reflecting on and describing work.
- ☐ (2)
- ☐ (1) No children use curriculum-specific vocabulary in discussion when reflecting on and describing work.

Participant Response
Q15.During T&F, check off the number of children who are…

	Most (>75%)	About half	A few (<25%)	None	Unclear on Video
Off task, distracted, and/or unfocused 50% or more of the time	☐	☐	☐	☐	☐

Adaptations
Q16. Did you see any adaptations?

- ☐ No adaptations
- ☐ Timing (disrupted timing)
- ☐ Used an activity/lesson from a different component/type
- ☐ Show & tell/sharing time

- ☐ Added a song/activity/game
- ☐ All/part conducted in another language
- ☐ Incorporated another content domain
- ☐ Used alternative materials
- ☐ Other (specify: _____)

Q17. Was the adaptation aligned with the knowledge and goals of the Focus on First unit?

- ☐ Yes   ☐ No   ☐ No adaptations

Focus on First Fidelity Tool
Phonics / Phonological Awareness (PA) / Literacy Whole Group

Dosage

Start Time:	End Time:	❏ Phonics / PA / Literacy Whole Group Not Observed

Q1. Phonics/ PA / Literacy Whole Group stays within the suggested time frame (20-30 minutes).
- ☐ Yes
- ☐ No

Adherence

Q2. Which curriculum does the teacher use? (Check all that apply)

- ☐ Fundations
- ☐ SLW
- ☐ Other (please specify): _____

Q3. What is/are the targeted skill(s)? (Check all that apply)

- ☐ Letter-Sound Correspondence
- ☐ Sound-Spelling Pattern
- ☐ Conventions
- ☐ Fluency
- ☐ High frequency words (trick words)
- ☐ Decoding
- ☐ Encoding (Spelling)
- ☐ Other; SPECIFY: _____

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 materials are necessary.

Q5. Materials are prepared in advance (as indicated in the curriculum) with no wait time. (if no materials needed, select "yes")
- ☐ Yes
- ☐ No

Q6. Resources (e.g., posters/notebooks) are visible and referenced by teacher.
- ☐ Yes
- ☐ No

Q7. Learning activities are presented in prescribed sequence of the lesson.
- ☐ Yes
- ☐ No

Q8. Teacher asks children to use letter sound cards, magnetic tiles, and white-board dictation to practice target skills.
- ☐ Yes
- ☐ No
- ☐ Not applicable (e.g., assessment day)

Q9. For the majority of the time, students are practicing target skills (vs. listening to teacher modeling).
- ☐ Yes
- ☐ No

Q10. Teacher circulates to monitor learning and to offer feedback.
- ☐ Yes
- ☐ No

Quality

Q11. Teacher efficiently brings full class together and signals instruction is about to begin for language and literacy 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
- ☐ (2)
- ☐ (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 First Fidelity Tool
Phonics / Phonological Awareness (PA) / Literacy Whole Group

Q12. Teacher clearly identifies skills during the activity (e.g., teacher introduces a digraph).

☐ (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

☐ (4)

☐ (3) Teacher is somewhat clear; at times prompts children to respond without an example of the skill

☐ (2)

☐ (1) Teacher is unclear; only prompts children to respond and does not provide any useful examples.

Q13. The teacher provides specific and actionable feedback to children, whether directly or through facilitation of peer-to-peer feedback.

☐ (5) Specific and actionable feedback consistently provided to children from teachers and/or peers

☐ (4)

☐ (3) Specific and actionable feedback sometimes provided to children from teachers and/or peers

☐ (2)

☐ (1) No feedback observed and/or incorrect feedback provided

Participant response

Q14. During Phonics/PA/Literacy Whole Group, check off number of children who are…

	Most (>75%)	About half	A few (<25%)	None	Unclear on Video
Off task, distracted, and/or unfocused 50% or more of the time	☐	☐	☐	☐	☐

Adaptations

Q15. Did you see any adaptations?

☐ No adaptations   ☐ Added a song/activity/game

☐ Timing (disrupted timing)   ☐ All/part conducted in another language

☐ Used an activity/lesson from a different component/type   ☐ Incorporated another content domain

☐ Used a different curriculum   ☐ Used alternative materials

☐ Other (specify: _____)

Q16. Was the adaptation aligned with the knowledge and goals of the Focus on First unit?

☐ Yes   ☐ No   ☐ No adaptations

Focus on First Fidelity Tool
Literacy Small Group

Dosage

Start Time (first SG):	End Time (last SG):	☐ Literacy Small Group Not Observed

Q1. Describe the Small Groups:

# of children	Start Time	End Time	Curriculum/Activity Source (Check all that apply)				Teacher
			☐ 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).
 ☐ Yes   ☐ No

Adherence

Q3. Small groups are delivered during:
 ☐ Literacy Stations   ☐ Studios   ☐ Other: _____

Q4. Materials are prepared in advance (as indicated in the curriculum) with no wait time. (if no materials needed, select "yes")
 ☐ Yes   ☐ No

Q5. Teacher provides a brief introduction to introduce the focus of the lesson.
 ☐ Yes   ☐ No

Q6. Teacher returns back to the focus/objective(s) throughout the lesson.
 ☐ Yes   ☐ No

Q7. Teacher reminds children of specific phonics rules as they read and/or when they struggle.
 ☐ Yes   ☐ No   ☐ N/A: Vocabulary lesson only

Q8. Teacher helps children identify words that do not follow phonics rules and/or patterns that change across words (e.g., the "gh" in ghost vs. the –ough pattern in rough).
 ☐ Yes   ☐ No   ☐ N/A: Vocabulary lesson only

Focus on First Fidelity Tool
Literacy Small Group

If observe SMALL GROUP READING LESSON, complete items Q9 – Q16. If not, skip Q9 – Q16.

Q9. Teacher provides a brief introduction to the book (e.g., author, preview cover, etc.).
☐ Yes ☐ No

Q10. Teacher describes the purpose for reading the book.
☐ Yes ☐ No

Q11. Teacher uses target vocabulary when introducing the book.
☐ Yes ☐ No ☐ N/A

Q12. Teacher gathers observational data, such as taking a running record or documenting reading skills and behaviors.
☐ Yes ☐ No

Q13. Teacher invites students to read by themselves, prompting and coaching readers as needed.
☐ Yes ☐ No

Q14. For the majority of the time, students are practicing target skills (vs. listening to teacher modeling).
☐ Yes ☐ No

Q15. Teacher uses on-the-spot assessment data to inform teaching point (for individual children or for the whole group).
☐ Yes ☐ No

Q16. What types of questions did the teacher ask during Small Group Reading?

(Check one in each row.)	None	Some	A Lot
(a) Explicit/Literal (e.g., What happened when Kate bit into an apple with her loose tooth?)	☐	☐	☐
(b) Inferential (e.g., How did Kate feel about her tooth at the beginning of the story? How do you know?)	☐	☐	☐
(c) Analytical (e.g., Why did they author include the illustration on page 4?)	☐	☐	☐
(d) Text-dependent (questions that cannot be answered without the text)	☐	☐	☐
(e) Closed questions	☐	☐	☐
(f) Open-ended questions	☐	☐	☐

If observe WORD STUDY LESSON, complete items Q17 – Q20. If not, skip Q17– Q20.

Q17. For the majority of the time, students are practicing target skills (vs. listening to teacher modeling).
☐ Yes ☐ No

Q18. Teacher encourages children to manipulate sounds and letters using hands-on materials and kinesthetic strategies.
☐ Yes ☐ No

Q19. Children apply the target skill to a sentence or decodable text after practicing the skill.
☐ Yes ☐ No

Q20. Teacher gathers observational data, such as taking a running record or documenting reading skills and behaviors.
☐ Yes ☐ No

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

Quality

Q21. Teacher uses a variety of vocabulary words that are sophisticated or advanced.

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

Q22. 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).

Q23. 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

Q24. Teacher builds on and extends children's thinking and understanding in flexible ways (grounding the discussion in text evidence).
(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)

- ☐ (5) Consistently builds on and extends child thinking/understanding (e.g., adeptly rephrases children's responses in words other children understand, provides substantial comments)
- ☐ (4)
- ☐ (3) Sometimes builds on and extends child thinking/understanding (e.g., rephrases child thinking but does so in an unclear manner; responds to an incorrect response without giving child a chance to arrive at correct answer)
- ☐ (2)
- ☐ (1) Does not build on and extend child thinking/understanding (e.g., does not rephrase child thinking; places burden on other children to interpret; ignores misconceptions). Any discussion may be off-topic.

Q25. Through instructional strategies, 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).

- ☐ (5) Teacher is responsive throughout the small group, scaffolding most children through the use of strategic questioning, prompting (not telling) and modeling (i.e. coaching for fluency) (e.g., providing appropriate support given child's level/ability).
- ☐ (4)
- ☐ (3) Teacher scaffolds some children appropriately, whereas scaffolds may be partial or overly controlling or absent when needed for other children.
- ☐ (2)
- ☐ (1) Teacher never scaffolds children OR gives the same kind of support to all children (e.g., every child is given the same suggestion despite their use of different approaches or success working on the task independently).

Focus on First Fidelity Tool
<u>Literacy Small Group</u>

Q26. 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, some children are asked to write a story while others are asked to draw a picture of their story.

- ☐ (5) Addresses a wide range of ability levels, including both children that appeared to have low and high proficiency of concepts or skills
- ☐ (4)
- ☐ (3) Addresses multiple children within a limited range of ability (e.g., modifies task so that it is easier for children with low mastery)
- ☐ (2)
- ☐ (1) Addresses no children differentially based on ability or development

<u>**Participant Response**</u>
Q27. During Literacy Small Group, check off the number of children who are…

	Most (>75%)	About half	A few (<25%)	None	Unclear on Video
Off task, distracted, and/or unfocused for 25% or more of the time	☐	☐	☐	☐	☐

<u>*Adaptations*</u> **Q28. Did you see any adaptations?**	
☐ No adaptations	☐ All/part conducted in another language
☐ Timing (disrupted timing)	☐ Incorporated another content domain
☐ Used an activity/lesson from a different component/type	☐ Used alternative materials
☐ Added a song/activity/game	☐ Other (specify: _____)
Q29. Was the adaptation aligned with the knowledge and goals of the Focus on First unit?	
☐ Yes ☐ No ☐ No adaptations	

Focus on First Fidelity Tool
Learning Stations

Dosage

Start Time:	End Time:	☐ Learning Stations Not Observed

Q1. Which Learning Stations are used?

Station	Used	Activity name or description	From FoF
(a) Word Work	☐		☐
(b) Content Writing	☐		☐
(c) Listening and Speaking	☐		☐
(d) Reading	☐		☐
(e)	☐		☐
(f)	☐		☐
(g)	☐		☐

Q2. Introduction to Learning Stations stays within the suggested timeframe (~20 minutes on day 1 of stations; < 10 minutes on other days).

    ☐ Yes   ☐ No

Q3. Learning Stations stay within the suggested timeframe (~40 minutes).

    ☐ Yes   ☐ No

Adherence

Q4. Learning Stations are delivered during:
    ☐ Literacy Block   ☐ Other: _____

Q5. Materials are prepared in advance (as indicated in the curriculum) with no wait time. (if no materials needed, select "yes")
    ☐ Yes   ☐ No

Q6. Teacher provides support for children to complete stations independently (e.g., visuals or other resources; Work board).
    ☐ Yes   ☐ No   ☐ Not observable in the video

Participant Response

Q7. During Learning Stations, check off the number of children who are…

	Most (>75%)	About half	A few (<25%)	None	Unclear on Video
Off task, distracted, and/or unfocused for 25% or more of the time	☐	☐	☐	☐	☐

Adaptations	
Q8. Did you see any adaptations?	
☐ No adaptations	☐ All/part conducted in another language
☐ Timing (disrupted timing)	☐ Incorporated another content domain
☐ Used an activity/lesson from a different component/type	☐ Used alternative materials
☐ Added a song/activity/game	☐ Other (specify: _____)
Q9. Was the adaptation aligned with the knowledge and goals of the Focus on First unit?	
☐ Yes ☐ No ☐ No adaptations	

FYI: Recommendation: 2 stations, 2 rotations

Focus on First Fidelity Tool
Vocabulary and Language (Week 1-Week 4)

Dosage

Start Time:	End Time:	☐ Vocabulary and Language Not Observed

Adherence

Q1. Teacher facilitates which of the following (choose one):

☐ Introducing Key Words (Weeks 1, 3)   ☐ Vocabulary or Language lesson   ☐ Carousel Brainstorm

Q2. Vocabulary and Language stays within scheduled time (≤ 15 minutes)

☐ Yes   ☐ No

Q3. Teacher introduces content of lesson clearly.

☐ Yes   ☐ No

If observe INTRO TO KEY WORDS, complete item Q4:

Q4. Teacher introduces vocabulary words using the following aspects of the protocol: (Check all that apply)

☐ Teacher says word	☐ Teacher asks children to repeat	☐ Teacher asks children to rate word	☐ Teacher defines word	☐ Teacher shows picture card
☐ Teacher elaborates meaning	☐ Teacher asks prompt	☐ Teacher asks children to talk to partner	☐ Teacher asks children to share in whole group	☐ Teacher posts the picture card

If observe VOCABULARY OR LANGUAGE LESSON, complete items Q5 – Q7:

Q5. Teacher asks children to practice with partners.

☐ Yes   ☐ No

Q6. Teacher asks children to share with the class.

☐ Yes   ☐ No

Q7. Teacher provides effective examples to illustrate use of vocabulary or language in line with the goal of the lesson.

☐ (5) Teacher presents lesson topic, explains what topic is/what it means, and provides example.
☐ (4)
☐ (3) Teacher presents topic and goes directly to the example.
☐ (2)
☐ (1) Teacher mentions the topic in a cursory way and provides no example or an incorrect/ineffective example.

If observe CAROUSEL BRAINSTORM, complete items Q8 – Q15:

Q8. Teacher has 4 to 5 posters with key words ready before beginning this lesson.

☐ Yes   ☐ No

Q9. Teacher separates children in small groups ahead of time and provides children with writing materials.

☐ Yes   ☐ No

Q10. Teacher sends children to respective groups.

☐ Yes   ☐ No

Q11. After three minutes, teacher indicates rotation. This happens at least three times.

☐ Yes   ☐ No

Q12. Teacher brings group together to discuss students' responses (not sharing one by one).

☐ Yes   ☐ No

Q13. Teacher circulates the classroom during the activity and listens to children's responses to each prompt.

☐ Yes   ☐ No

Q14. As teacher circulates, she makes sure children participate or take a turn.

☐ Yes   ☐ No

Q15. Teacher intentionally chooses work to share during discussion.

☐ Yes   ☐ No

FILL OUT REMAINING QUALITY ITEMS REGARDLESS OF VOCABULARY AND LANGUAGE LESSON TYPE OBSERVED:

Quality

Q16. Teacher has materials ready.
- ☐ (5) All materials for the activities are prepared and organized prior to the start of the activity.
- ☐ (4)
- ☐ (3) Some materials are prepared and organized, and others need to be organized after the activity begins.
- ☐ (2)
- ☐ (1) No materials are prepared beforehand

Q17. Teacher validates individual children's ideas and effectively connects their contribution to the current topic, even if they are farfetched, to make a connection with main concept.
- ☐ (5) Teacher acknowledges, paraphrases what the child says, asks child to expand on his/her ideas, and makes a connection with the current topic.
- ☐ (4)
- ☐ (3) Teacher acknowledges what the child says but doesn't name the connection made with the current topic.
- ☐ (2)
- ☐ (1) Teacher ignores the child's comment.

Q18. Teacher summarizes and makes connections between children's ideas.
- ☐ (5) Teacher makes extensive connections between the children's ideas and the activity, and effectively summarizes the overall learning of the class at the end of the activity.
- ☐ (4)
- ☐ (3) Cursory mention of connecting the children's ideas to the activity. Teacher touches on a summary of the class learnings but does not provide an in-depth summary.
- ☐ (2)
- ☐ (1) No connections made between children's idea and the activity; no summary of the class learnings.

Q19. Teacher builds on and extends children's thinking and understanding of topics and/or meaning of words.
(e.g., 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, comments on multiple word meanings)
- ☐ (5) Consistently builds on and extends child thinking
- ☐ (4)
- ☐ (3) Sometimes builds on and extends child thinking
- ☐ (2)
- ☐ (1) Does not build on and extend child thinking/understanding

Q20. 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).
- ☐ (5) Scaffolds most children (e.g., is responsive; provides appropriate support given child's level/ability)
- ☐ (4)
- ☐ (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children
- ☐ (2)
- ☐ (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)

Participant Response

Q21. During Vocabulary and Language, check off the number of children who are…

	Most (>75%)	About half	A few (<25%)	None	Unclear on Video
Off task, distracted, and/or unfocused for 50% or more of the time	☐	☐	☐	☐	☐

Focus on First Fidelity Tool

Vocabulary and Language (Week 1-Week 4)

Adaptations	
Q22.Did you see any adaptations?	
☐ No adaptations	☐ All/part conducted in another language
☐ Timing (disrupted timing)	☐ Incorporated another content domain
☐ Used an activity/lesson from a different component/type	☐ Used alternative materials
☐ Added a song/activity/game	☐ Other (specify: _____)

Q23.Was the adaptation aligned with the knowledge and goals of the Focus on First unit?

☐ Yes   ☐ No   ☐ No adaptations

Focus on First Fidelity Tool
Number Talks

Start Time:	End Time:	☐ Number Talks Not Observed

Dosage

Q1. Number Talks activities stay within the suggested time frame (5-15 minutes).

☐ Yes ☐ No

Adherence

Q2. Does the teacher follow the Number Talks protocol?

☐ Yes ☐ No

Q3. The protocol steps are completed: (Check all that apply).

☐ Provide problem
☐ Teacher calls for and collects all answers

☐ Provide opportunity for mental math
☐ Students share strategies/ justifications

☐ Students show visual cue

Q4. Teacher asks at least three questions that promote reasoning strategies for subitizing and/or addition and subtraction expressions (e.g., How many do you see? Where do you see [#]? How many more to make 10? How do you know?)

☐ Yes ☐ No

Quality

Q5. 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…")

Q6. Teacher conducts the activity as-written and any changes are aligned with the objective.

☐ (5) Completely aligned: conducted as-written; objective enhanced through changes
☐ (4)
☐ (3) Somewhat aligned: mostly conducted as-written; objective still apparent with minor omissions or changes
☐ (2)
☐ (1) Not at all aligned: departs from the activity objective

Q7. Teacher uses teaching practices that promote the goal for Number Talks: encouraging fluency, efficiency, and accuracy in solving number-related problems through mental math and discussion.

☐ (5) Throughout session, teacher elicits student thinking through mental math and discussion (e.g., asks questions that promote subitizing instead of counting; allows time for quiet thinking)
☐ (4)
☐ (3) Somewhat elicits student thinking through mental math and discussion; or elicits student thinking in a limited fashion
☐ (2)
☐ (1) Minimally or does not elicit student thinking through mental math and discussion; too directive in approach

Q8. The teacher encouraged children to listen to and evaluate others' thinking and discuss ideas.

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

Focus on First Fidelity Tool

Number Talks

Participant Response

Q9. During Number Talks, check off the number of children who are…

	Most (>75%)	About half	A few (<25%)	None	Unclear on Video
Off task, distracted, and/or unfocused 50% or more of the time	❏	❏	❏	❏	❏

Adaptations
Q10. Did you see any adaptations?

☐ No adaptations	☐ All/part conducted in another language
☐ Timing (disrupted timing)	☐ Incorporated another content domain
☐ Used an activity/lesson from a different component/type	☐ Used alternative materials
☐ Added a song/activity/game	☐ Other (specify: _____)

Focus on First Fidelity Tool

<u>Math Launch (Whole Group)</u>

<u>Dosage</u>

Start Time:	End Time:	❏ Math Launch Not Observed

Q1. Math Launch activities stay within the suggested time frame (no more than 15 minutes).
- ☐ Yes
- ☐ No

<u>Adherence</u>

Q2. Which curriculum does the teacher use for the Math Launch? (Check all that apply)
- ☐ Investigations 3
- ☐ Everyday Math
- ☐ EngageNY/Eureka
- ☐ Other: _____

Q3. Materials are prepared in advance (e.g., as indicated in the curriculum) with no wait time. (if no materials needed, select "yes")
- ☐ Yes
- ☐ No

<u>Quality</u>

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).

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) Sometimes uses 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 misconceptions

<u>Participant Response</u>

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

	Most (>75%)	About half	A few (<25%)	None	Unclear on Video
Off task, distracted, and/or unfocused 50% or more of the time	☐	☐	☐	☐	☐

<u>*Adaptations*</u>

Q8. Did you see any adaptations?

☐ No adaptations	☐ All/part conducted in another language
☐ Timing (disrupted timing)	☐ Incorporated another content domain
☐ Used an activity/lesson from a different component/type	☐ Used alternative materials
☐ Added a song/activity/game	☐ Other (specify: _____)

Math Workshop (Math Small Group)

Dosage

Start Time:	End Time:	❏ Math Workshop Not Observed

Q1. Describe activities conducted as part of Math Workshop (including independent, partner, and small group work):

Activity Name/Description	Type	From Investigations 3?	*If yes*, current session?	Number of children	
1.	❏ independent ❏ partner ❏ small group	❏	❏	❏ 0 ❏ 1	❏ 2 ❏ 3+
2.	❏ independent ❏ partner ❏ small group	❏	❏	❏ 0 ❏ 1	❏ 2 ❏ 3+
3.	❏ independent ❏ partner ❏ Small group	❏	❏	❏ 0 ❏ 1	❏ 2 ❏ 3+
4.	❏ independent ❏ partner ❏ small group	❏	❏	❏ 0 ❏ 1	❏ 2 ❏ 3+
5.	❏ independent ❏ partner ❏ small group	❏	❏	❏ 0 ❏ 1	❏ 2 ❏ 3+
6.	❏ independent ❏ partner ❏ small group	❏	❏	❏ 0 ❏ 1	❏ 2 ❏ 3+
7.	❏ independent ❏ partner ❏ small group	❏	❏	❏ 0 ❏ 1	❏ 2 ❏ 3+
8.	❏ independent ❏ partner ❏ small group	❏	❏	❏ 0 ❏ 1	❏ 2 ❏ 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 (~30-45 minutes).

☐ Yes   ☐ No

Adherence

Q3. Math Workshop is delivered as a discreet and standalone component.

☐ Yes   ☐ No

Q4. Did the teacher(s) set up at least one Investigations 3 activity (workshop) from the session plan?

☐ Yes   ☐ No

Q5. Materials are prepared in advance (e.g., as indicated in the curriculum) with no wait time. (if no materials needed, select "yes")

☐ Yes   ☐ No

Q6. There is evidence that children know what "to do".

☐ Yes   ☐ No

Focus on First Fidelity Tool
Math Workshop (Math Small Group)

Quality

Q7. The teacher circulated the room, monitoring, guiding and/or participating in the activity.
- ☐ (5) Teacher consistently monitors and guides children (e.g., asks questions about what they understand, such as 'what do you notice about this problem?')
- ☐ (4)
- ☐ (3) Teacher sometimes monitors and guides children
- ☐ (2)
- ☐ (1) Teacher rarely or never monitors and guides children

Q8. The teacher provided accurate information and correctly uses and models mathematical terms and concepts.
- ☐ (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 misconceptions

Q9. The teacher asked children to share, clarify, or justify their ideas.
- ☐ (5) Consistently asks a variety of open-ended questions and/or prompts children to explain or demonstrate their thinking
- ☐ (4)
- ☐ (3) Asks some open-ended questions; typically the same one ("How do you know?")
- ☐ (2)
- ☐ (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.)
- ☐ (5) Consistently supports "describers" to articulate their strategy and/or thinking
- ☐ (4)
- ☐ (3) Occasionally supports "describers" to articulate their strategy and/or thinking
- ☐ (2)
- ☐ (1) Does not support describers at all (e.g., teacher accepts any response; does not provide an opportunity to children to describe their strategy and/or thinking)

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

Q13. The teacher scaffolds children to help them use and extend their learning, providing "just enough" support for children to work on the task(s) in a way that doesn't reduce the cognitive load of the lesson. (e.g., appropriate level of detail, not too little or too much help or information)

- ☐ (5) Scaffolds children so that they have access or an "entry point" to an activity (e.g., is responsive; provides appropriate support, questions, and materials given child's level) without reducing the cognitive work of the lesson
- ☐ (4)
- ☐ (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children
- ☐ (2)
- ☐ (1) Never scaffolds children (e.g., does not respond to children's mathematical needs OR does almost all of the work for the child [overscaffolds])

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.'

- ☐ (5) Addresses a wide range of ability levels, including both children that appeared to have low and high proficiency of concepts or skills
- ☐ (4)
- ☐ (3) Addresses multiple children within a limited range of ability (e.g., modifies task so that it is easier for children with low mastery)
- ☐ (2)
- ☐ (1) Addresses no children differentially based on ability or development

Q15. The teacher encouraged mathematical reflection.

- ☐ (5) Highly intentional in stating "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?)
- ☐ (4)
- ☐ (3) Provides cursory reflection on the activity; may not be at the level of "big idea"
- ☐ (2)
- ☐ (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%)	About half	A few (<25%)	None	Unclear on Video
Off task, distracted, and/or unfocused 25% or more of the time	☐	☐	☐	☐	☐

Adaptations
Q17. Did you see any adaptations?

- ☐ No adaptations
- ☐ Timing (disrupted timing)
- ☐ Used an activity/lesson from a different component/type
- ☐ Added a song/activity/game
- ☐ All/part conducted in another language
- ☐ Incorporated another content domain
- ☐ Used alternative materials
- ☐ Other (specify: _____)

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

Dosage

Start Time:	End Time:	❏ Math Summary/Wrap-up Not Observed

Adherence
Q1. Math Summary/Wrap-up stays within the suggested time frame (5-15 minutes).
    ☐   Yes   ☐   No

Q2. Teacher has a few children share something about their work from Math Workshop.
    ☐   Yes   ☐   No

Quality
Q3. The teacher facilitates a whole group discussion related to the learning goal or big idea of the math lesson.
- ☐ (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)
- ☐ (4)
- ☐ (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.
- ☐ (2)
- ☐ (1) Minimal or no whole group discussion occurs

Q4. The teacher asked children to share, clarify, or justify their ideas.
- ☐ (5) Consistently asks a variety of open-ended questions and/or prompts children to explain or demonstrate their thinking
- ☐ (4)
- ☐ (3) Asks some open-ended questions; typically the same one ("How do you know?")
- ☐ (2)
- ☐ (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.)
- ☐ (5) Consistently supports "describers" to articulate their strategy and/or thinking
- ☐ (4)
- ☐ (3) Occasionally supports describers to articulate their strategy and/or thinking
- ☐ (2)
- ☐ (1) Does not support describers at all (e.g., teacher accepts any response; does not provide an opportunity to children to describe their strategy and/or thinking)

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)
- ☐ (5) Consistently and intentionally extends or elaborates on children's ideas, strategies or explanations (e.g., do you think that always works?)
- ☐ (4)
- ☐ (3) Sometimes extends or elaborates on children's ideas, strategies or explanations
- ☐ (2)
- ☐ (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.
- ☐ (5) Facilitates peer learning and problem-solving throughout activity(ies); asking children to compare solution methods, explain strategies to peers, or discuss ideas
- ☐ (4)
- ☐ (3) Facilitates some peer-to-peer learning (e.g., superficial "check" of peer's answer)
- ☐ (2)
- ☐ (1) Does not facilitate peer-to-peer learning at all (e.g., teacher just repeats the correct answer herself)

Focus on First Fidelity Tool
Integrated Writing / Integrating Ideas from Text ("Writing Portion")

Dosage

Start Time:	End Time:	☐ Writing Not Observed

Q1. Integrated Writing / Integrating Ideas from Text stays within the suggested time frame (10 – 20 or 20 – 30 minutes; depends on day).

☐ Yes ☐ No

Adherence

Q2. Which curriculum/approach to writing instruction does the teacher use? (Check all that apply)

☐ Integrated writing ☐ Lucy Calkins ☐ SFL ☐ Other: _____

Q3. What type(s) of writing is the class engaged in? (Check all that apply)

☐ Deconstructing a mentor text ☐ Modeled writing ☐ Interactive writing ☐ Independent writing

☐ Peer-to-peer feedback ☐ Joint construction ☐ Other: _____

Q4. Mini-lesson/whole group instruction is focused on (check all that apply):

☐ Mechanics/ Conventions ☐ Genre structure/ organization ☐ Language/Grammar ☐ Craft/Style

☐ Encoding/Spelling ☐ Editing work ☐ Publishing and sharing ☐ Other: _____

Q5. While children write independently, the teacher is… (check all that apply)

☐ Circulating to conference and support writers ☐ Meeting with small writing groups ☐ No independent writing observed ☐ Other: _____

Q6. Which of the following did you observe the teacher do? (check all that apply)

☐ Engage children in planning for writing ☐ Invite children to share their writing ☐ Make explicit connections between writing and unit content ☐ Complete Concept Map based on children's ideas (Day 5 Integrating Ideas from Text only)

☐ None of the above

Quality

Q7. Teacher efficiently brings full class together and signals instruction is about to begin.

☐ (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…")

Q8. Teacher gathers students with a specific purpose for small writing group.

☐ (5) Teacher brings small writing group together and identifies a clear and specific purpose and goal.
☐ (4)
☐ (3) Teacher brings small writing group together and there is a purpose and goal but it is not totally clear or specific and/or does not apply to all students in the group.
☐ (2)
☐ (1) Teacher brings together small writing group, but there is no identified purpose or goal.
☐ (8) N/A: Teacher does not bring together small writing group

Focus on First Fidelity Tool
Integrated Writing / Integrating Ideas from Text ("Writing Portion")

Q9. Teacher builds on and extends children's thinking and understanding about a mentor text, a shared piece of writing, or children's individual writing in flexible ways. (e.g., re-states underlying thinking of a child who expresses an insight, making it explicit to the other children in the group; addresses misconceptions; recognize good examples from students' own thinking; works with wrong or partially correct comments to help build child understanding)

- ☐ (5) Consistently builds on and extends child thinking (e.g., invites other children to build on specific peer ideas, names particular strategies and skills demonstrated and shared by children, promotes learning through discussion)
- ☐ (4)
- ☐ (3) Sometimes builds on and extends child thinking
- ☐ (2)
- ☐ (1) Does not build on and extend child thinking/understanding (e.g., does not rephrase child thinking; places burden on other children to interpret; ignores misconceptions). Any discussion may be off-topic

Q10. The teacher provides specific and actionable feedback to children about their writing, whether directly or through facilitation of peer-to-peer feedback. (e.g., The teacher prompts students to explain their work and their thinking, provides actionable next steps to children, facilitates peer-to-peer feedback, uses tools such as rubrics or checklists to guide feedback)

- ☐ (5) Specific and actionable feedback consistently provided to children about their writing from teachers and/or peers
- ☐ (4)
- ☐ (3) Specific and actionable feedback sometimes provided to children about their writing from teachers and/or peers
- ☐ (2)
- ☐ (1) No feedback observed and/or incorrect feedback provided
- ☐ (8) N/A: Teacher only modeled, and children did not write

Q11. 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).

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

Q12. 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:

Q13. Teacher uses a variety of vocabulary words are sophisticated or advanced related to the topic.

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

Q14. 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. S/he integrates vocabulary from the unit.
- ☐ (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).

<u>**Participant Response**</u>
Q15. During Writing, check off the number of children who are…

	Most (>75%)	About half	A few (<25%)	None	Unclear on Video
Off task, distracted, and/or unfocused 50% of the time	☐	☐	☐	☐	☐

Focus on First Fidelity Tool
Reading to Learn / Read Aloud / Integrating Ideas from Text ("Discussion Portion")

<u>**Dosage**</u>

Start Time:	End Time:	☐ Reading to Learn/Read Aloud/Integrating Ideas from Text Not Observed

Q1.Teacher is following protocol for:

☐ Reading to Learn ☐ Integrating Ideas from Text ☐ Read Aloud

Q2. Reading to Learn/Read Aloud (~20 min) OR Integrating Ideas from Text (~5-20 min) stays within the suggested timeframe.

☐ Yes ☐ No

Text/Book Title: _____

<u>**Adherence**</u>

Q3. Teacher reads or refers back to text from the curriculum/Unit.

☐ Yes ☐ No

Q4. If text is not from the curriculum/Unit, is the topic area related to the current unit?

☐ Yes ☐ No ☐ N/A (Text is from the curriculum)

Q5. Type of text:

☐ Fiction ☐ Non-fiction (Informational)

Q6. The teacher introduces the text (e.g., states title, provides quick introduction, points out author/illustrator, asks children to predict, builds background knowledge).

☐ Yes ☐ No ☐ N/A: Integrating Ideas from Text

Q7. The teacher sets a purpose for the read (e.g., states "Today's Focus" from the curriculum).

☐ Yes ☐ No ☐ N/A: Integrating Ideas from Text

Q8. The teacher holds the book in a way that all children can see (e.g., both teacher and children are positioned so that all can see).

☐ Yes ☐ No ☐ N/A: Integrating Ideas from Text

Q9. Teacher engages children in collaborative learning routines (e.g., Turn & Talk; Think, Pair Share, Numbered Heads Together).

☐ Yes ☐ No

Q10. Evidence of teacher observing and listening to children's talk during collaborative learning routines

☐ Yes ☐ No ☐ N/A: No collaborative learning routines observed

Q11. Teacher introduces question to reflect or extend on the week's reading.

☐ Yes ☐ No ☐ N/A: Reading to Learn or Read Aloud

Q12. Which comprehension strategies did the teacher model, name or describe? (Check all that apply)

- ❏ Monitoring comprehension
- ❏ Identifying and using text features and structures
- ❏ Determining key ideas and supporting details
- ❏ Using evidence to support a claim

- ❏ Retelling or summarizing
- ❏ Predicting
- ❏ Visualizing
- ❏ Making connections (text-text)
- ❏ Making connections (text-self)
- ❏ Synthesizing

- ❏ Inferring
- ❏ Analyzing
- ❏ Questioning
- ❏ Activating prior knowledge
- ❏ Critiquing or evaluating
- ❏ N/A: Integrating Ideas from Text

Focus on First Fidelity Tool
Reading to Learn / Read Aloud / Integrating Ideas from Text ("Discussion Portion")

Q13. **What types of questions did the teacher ask during Reading to Learn/Read Aloud/Integrating Ideas from Text?**
(Check one in each row)

	None	Some	A Lot
(a) Explicit/Literal (e.g., What happened when Kate bit into an apple with her loose tooth?)	☐	☐	☐
(b) Inferential (e.g., How did Kate feel about her tooth at the beginning of the story? How do you know?)	☐	☐	☐
(c) Analytical (e.g., Why did they author include the illustration on page 4?)	☐	☐	☐
(d) Text-dependent (questions that cannot be answered without the text)	☐	☐	☐
(e) Closed questions	☐	☐	☐
(f) Open-ended questions	☐	☐	☐

Quality

Q14. **Teacher efficiently brings full class together and signals instruction is about to begin.**
- ☐ (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…")

Q15. **Teacher reads text with expression and energy and uses some variety (might include changes in pitch, volume, speed, and use of facial expression and gestures).**
- ☐ (5) Reads with expression and energy throughout and uses a variety of dramatic elements (e.g., pitch and tone, speed, etc.)
- ☐ (4)
- ☐ (3) Reads with expression and energy for about half the time.
- ☐ (2)
- ☐ (1) Does not read with any expression; does not appear to enjoy reading the book.
- ☐ N/A. Integrating ideas from text

Q16. **Teacher extends the reading by engaging in a goal-oriented discussion or activity.**
- ☐ (5) In-depth discussion of any aspect of the text occurs during or after the read as evidenced by teacher's use of open-ended questions and prompts encouraging children to discuss key ideas, events, vocabulary, and to make inferences as a group or in pairs, or engaging children in reflection
- ☐ (4)
- ☐ (3) Some discussion occurs in which children are engaged (e.g., teacher poses an open-ended question); teacher extends at least one comment or response from a child
- ☐ (2)
- ☐ (1) Very little to no discussion occurs; does not engage children in reflection

Q17. **Teacher is deliberate and purposeful in the modeling, describing, and facilitating of comprehension strategies during the read aloud.**
(e.g. Teacher models how she uses the illustration to infer how a character felt, pointing out that author didn't state it explicitly. On a later page, rather than modeling, she asks students to use the illustration to infer the characters' feelings and share their thinking with a partner.)
- ☐ (5) Comprehension strategies are clear to the observer and children. Reading strategies used maximize children's understanding of the text.
- ☐ (4)
- ☐ (3) Comprehension strategies are somewhat unclear to the observer and children.
- ☐ (2)
- ☐ (1) Teacher does not use comprehension strategies, or does not use comprehension strategies in a clear way.
- ☐ N/A. Integrating ideas from text

Q18.Teacher builds on and extends children's thinking and understanding about the book(s)/text(s) read during the week in flexible ways.
(e.g., 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)
- ☐ (5) Consistently builds on and extends child thinking
- ☐ (4)
- ☐ (3) Sometimes builds on and extends child thinking
- ☐ (2)
- ☐ (1) Does not build on and extend child thinking/understanding

Q19.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:

Q20.Teacher uses a variety of vocabulary words from the book/unit that are sophisticated or advanced.
- ☐ (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced
- ☐ (4)
- ☐ (3) Teacher uses some vocabulary words that are sophisticated or advanced
- ☐ (2)
- ☐ (1) Teacher rarely uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) nature.

Q21.Teacher is intentional in which vocabulary words are used and how they are clearly and accurately 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 and accurately 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).

Q22.Teacher facilitates connections between the text and the content of the unit with the goal of building students' content knowledge.
- ☐ (5) Highly effective: Teacher's modeling and questioning highlight concept connections between texts, as well as between the text and the unit's big ideas and key understanding.
- ☐ (4)
- ☐ (3) Somewhat effective
- ☐ (2)
- ☐ (1) Ineffective: Teacher does not make connections between texts, or between the text and the unit.

Q23.Teacher effectively facilitates discussion on the meaning of individual words and sentences.
- ☐ (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.
- ☐ (4)
- ☐ (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.
- ☐ (2)
- ☐ (1) Does not ask questions related to the portion of text presented to children.
- ☐ (8) N/A: Integrating Ideas from Text

Focus on First Fidelity Tool
Reading to Learn / Read Aloud / Integrating Ideas from Text

Q24.Teacher effectively engages children in text-based discussion in order to promote development of knowledge and ideas.

☐ (5) Highly effective: teacher grounds discussion in the text, 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 through inference.

☐ (4)

☐ (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.

☐ (2)

☐ (1) Does not ask questions related to the portion of text presented to children.

☐ (8) N/A: Integrating Ideas from Text

Participant Response

Q25. During Reading to Learn/Read Aloud/Integrating Ideas from Text, check off the number of children who are…

	Most (>75%)	About half	A few (<25%)	None	Unclear on Video
Off task, distracted, and/or unfocused 50% of the time	☐	☐	☐	☐	☐

Adaptations
Q26. Did you see any adaptations?

☐ No adaptations
☐ Timing (disrupted timing)
☐ Used an activity/lesson from a different component/type

☐ Added a song/activity/game
☐ All/part conducted in another language
☐ Incorporated another content domain
☐ Used alternative materials
☐ Other (specify: _____)

Q27. Was the adaptation aligned with the knowledge and goals of the Focus on First Curriculum?

☐ Yes   ☐ No   ☐ No adaptations

Focus on First 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)?**
    - ☐ (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)*
    - ☐ (4) *(i.e., at least 50% of instructional time)*
    - ☐ (3) Relevant vocabulary and rich academic language are sometimes used and clearly defined during the observation *(i.e., occasionally)*
    - ☐ (2) *(i.e., observed at least once, but at most only a few examples)*
    - ☐ (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.).**
    - ☐ (5) Literacy opportunities available during each component throughout the observation *(i.e., most or at least 75% of instructional time)*
    - ☐ (4) *(i.e., at least 50% of instructional time)*
    - ☐ (3) Literacy opportunities sometimes available *(i.e.., occasionally)*
    - ☐ (2) *(i.e., observed at least once, but at most only a few examples)*
    - ☐ (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).**
    - ☐ (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)*
    - ☐ (4) *(i.e., at least 50% of instructional time)*
    - ☐ (3) Math opportunities sometimes available throughout the observation; teachers sometimes bring math ideas and language into activities and discussions *(i.e., occasionally)*
    - ☐ (2) *(i.e., observed at least once, but at most only a few examples)*
    - ☐ (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:**
    - ☐ (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)*
    - ☐ (4) *(i.e., at least half 50% of exchanges encourage children to expand ideas of think deeply)*
    - ☐ (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.)*
    - ☐ (2) *(i.e., observed at least once, but at most only a few examples of expanding child thinking)*
    - ☐ (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 book in explicit and intentional ways.**
    - ☐ (5) Most activities are <u>explicitly</u> linked to the unit or book through teacher's instructions and discussions with children, and the presence of the book or text from the book *(i.e., most or at least 75% of instructional time)*
    - ☐ (4) (i.e., at least 50% of instructional time)
    - ☐ (3) Most activities are <u>implicitly</u> linked to the unit or book through shared content (e.g., When unit book is about trees, children construct and decorate trees, but link to the book or unit is not made explicit)
    - ☐ (2) *(i.e., observed at least once, but at most only a few examples)*
    - ☐ (1) None of the other activities (e.g., other than book reading) are linked to the curriculum unit or book

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)

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

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

- ☐ (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)*
- ☐ (4) *(i.e., at least 50% of instructional time)*
- ☐ (3) There were some missed learning opportunities. Teacher was at times intentionally extending children's learning but at other times was not.
- ☐ (2) *(i.e., observed at least once, but at most only a few examples)*
- ☐ (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, language) for diversity? [Refer to manual for additional examples]

- ☐ (5) Great emphasis is placed on diversity *(at least 75% of instructional time)*
- ☐ (4) *(at least 50% of instructional time)*
- ☐ (3) Moderate emphasis is placed on diversity (some visuals; some comments or discussion)
- ☐ (2) *(i.e., at least one – but only a few examples)*
- ☐ (1) No emphasis on 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?

- ☐ (5) Many of the learning opportunities require high levels of cognitive demand *(i.e., most or at least 75% of instructional time)*
- ☐ (4) *(i.e., at least 50% of instructional time)*
- ☐ (3) Some of the learning opportunities require high levels of cognitive demand
- ☐ (2) (*i.e., observed at least once, but at most only a few examples)*
- ☐ (1) No learning opportunities require high levels of cognitive demand

10. To what extent does this classroom use the paraprofessional teacher as an instructional resource?

- ☐ (5) Para 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)*
- ☐ (4) *(i.e., at least 50% of instructional time)*
- ☐ (3) Para role is sometimes is an instructional support *(i.e., several examples of instructional support role)*
- ☐ (2) *(i.e., at least once – but only a few examples)*
- ☐ (1) Para addresses clean up and/or classroom management only *(i.e., never provides instructional support)*
- ☐ N/A. Para in the classroom during this visit is not the typical classroom para (i.e., s/he is a substitute).
- ☐ N/A. There is no para in this classroom.

Focus on First Fidelity Tool

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 carousel brainstorm, strategic seating, etc.).**
    - ☐ (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)*
    - ☐ (4) *(i.e., at least 50% of instructional time)*
    - ☐ (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)*
    - ☐ (2) *(i.e., observed at least once, but at most only a few examples)*
    - ☐ (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 First Curriculum with fidelity:**
    - ☐ (5) Exemplary classroom that fully implements all components of the Focus on First curriculum that were observed and at a high level of quality
    - ☐ (4)
    - ☐ (3) Evidence that this classroom has made a good-faith effort to implement components of the Focus on First Curriculum
    - ☐ (2)
    - ☐ (1) Few or no tangible signs of the Focus on First Curriculum in this classroom
    - ☐ N/A [NOT USING FOCUS ON FIRST CURRICULUM]

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

14. **Did you see any evidence of science and engineering instruction?   14b. If yes, what did you see?**
    - ☐ Yes
    - ☐ No

15. **Did you see any evidence of social studies/history instruction?   15b. If yes, what did you see?**
    - ☐ Yes
    - ☐ No

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)
   - ☐ N/A; 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., story, intro to studios, studio time, thinking & feedback)
   - ☐ (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., concept map, carrousel brainstorm posters, vocabulary cards, language builder cards)**
   - ☐ (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

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 Unit 4: blow, storm, temperature, strong, power, month, calendar, etc.**
   - ☐ 7+   ☐ 5 or 6   ☐ 3 or 4   ☐ 1 or 2   ☐ 0   ☐ 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 handled effectively?**
    ☐ Yes
    ☐ No
    ☐ Conflict not observed

25. **Is there any evidence in the classroom for established processes around handling conflicts (e.g., feelings charts; conflict related charts, words, or phrases; a particular process is referenced when a conflict is handled)?**
    ☐ 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)

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

☐ Focus on First   ☐ Fundations   ☐ Learning Stations   ☐ Investigations 3   ☐ Number Talks   ☐ "Which one doesn't belong" protocol

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

☐ Lively Letters	☐ Everyday Math	☐ Second Step
☐ Sounds Abound	☐ Handwriting without Tears	☐ Open Circle
☐ Fountas and Pinnell	☐ The Leader in Me	☐ Discovering Justice
☐ Expeditionary Learning	☐ FOSS / STC	☐ Other: _____
☐ EngageNY/Eureka Math	☐ Literacy Collaborative	

Q3. What assessments are you using to track child progress? (Ask teacher to respond with a yes or no) (Check all that apply)

☐ The Rubric from the First Report Card	☐ DIBELS Progress Monitoring	☐ Portfolios (hardcopy or digital)
☐ Focus on First Writing Rubrics	☐ F&P Assessment	☐ Running Record
☐ Fundations unit assessments	☐ Lexia	☐ Teaching Strategies GOLD
☐ Carousel Brainstorm	☐ NWEA	☐ TRC
☐ Assessments from Investigations	☐ Observational Notes	☐ Work Sampling System
☐ DIBELS		

☐ Other (e.g., school- or team-created assessments): _____

Q4. During a typical week in this classroom, how often are the following Focus on First and math components incorporated into the school day? *(Use a √)*

	(Typical) Number of days per week						Occasionally	Not enough info/ don't know
Component	5	4	3	2	1	0		
a) Studios								
b) Thinking and Feedback								
c) Fundations								
d) Literacy Small Group								
e) Learning Stations								
f) Vocabulary & Language								
g) Reading to Learn/Weekly Read Aloud								
h) Integrated Writing								
i) Number Talks								
j) Math Launch								
k) Math Workshop								
l) Math Summary/Wrap Up								
m) Adult Story Telling								

Q5. Do you do the following?

a) Modeled Writing	☐ Yes	☐ No	**d) Integrated Writing**	☐ Yes	☐ No
b) Interactive Writing	☐ Yes	☐ No	**e) Integrated Reading**	☐ Yes	☐ No
c) Shared Reading	☐ Yes	☐ No			

Q6. IF THEY DO THINKING & FEEDBACK: How do you determine who is selected for Thinking and Feedback?

Q7. Grouping Children:
    a)   **IF THEY DO LITERACY SMALL GROUP**: How do you form the small groups of children for language and literacy small group activities (e.g., based on reading levels, need for specific skill practice)?

    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:	For math:
☐ Plan collaboratively	☐ Plan collaboratively
☐ Plan individually	☐ Plan individually
☐ Look at/read curriculum	☐ Look at/read curriculum
☐ Other: _____	☐ Other: _____

Q9. Do you do the culminating projects? (check one for each row)

Project	Planning to do it	Not planning on doing it	Completed it
a) BPL Proposal (Unit 1)	☐	☐	☐
b) Writing to a Fair Trade Chocolate Co. (Unit 2)	☐	☐	☐
c) Informational Foldable about Sea Turtles (Unit 3)	☐	☐	☐
d) Personal Weather Narrative (Unit 4)	☐	☐	☐
e) Solution for School-based Problem (Unit 5)	☐	☐	☐
f) Me on the Map Booklet (Unit 6)	☐	☐	☐

Q10. How do you plan for word study/work work instruction?
☐ I follow the Fundations scope and sequence exactly
☐ I mostly use the Fundations scope and sequence, but adjust it some to meet the needs of my students
☐ I create my own scope and sequence phonics skills and pull from multiple curriculum sources
☐ Other: please describe: _____

Q11. 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 for about half the time?

Q13. When in your classroom, what does the para typically do?

Other Comments about this classroom and/or observation:

Focus on First 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 15-16:]*	_____No *[If no, ask 17:]*

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)

☐ Morning Meeting   ☐ Studio Activities
☐ Thinking and Feedback   ☐ Small Groups
☐ Reading to Learn/Read Aloud   ☐ Math
☐ Other (give examples):

16) Do you explore the theme(s) or focal question(s) in multiple lessons across the year? ___ Yes ___No

[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*)

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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)?

17d) What activities do you use to explore the theme(s) or focal question(s)?
(Select all that apply, prompt for Other)

☐ Morning Meeting   ☐ Studio Activities
☐ Thinking and Feedback   ☐ Small Groups
☐ Reading to Learn/Read Aloud   ☐ Math
☐ Other (give examples):

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*)