Fidelity of GOAL Sessions Form

Descriptive Information		
Date: Period:	Advisor:	Site:
Content:	Observer:	District:
Number of students:	Length of observation:	Observation round:

I. Setting the Purpose

				IMPLEMENTATION QUALITY				
Start time: End time: Total time spent on component I: minutes				4	3	2	1	N/A
How much time spent on off-task behavior? _____ minutes								

Subcomponents	Observed	Partially Observed	Not Observed	Notes:
Review the agenda				
State the objective(s)				

II. Presenting the Lesson
Is this a problem-solving lesson? __ Yes __ No

				IMPLEMENTATION QUALITY				
Start time: End time: Total time spent on component II: minutes				4	3	2	1	N/A
How much time spent on off-task behavior? _____ minutes								

Subcomponents	Observed	Partially Observed	Not Observed	Notes:
Connect the skill to real-life situations				
Model the skill				
Provide opportunities to practice the skill				

III. Reflecting/Setting SMART Goals
Is this a goal-setting lesson? __ Yes __ No

	IMPLEMENTATION QUALITY				
Start time: End time: Total time spent on component III: minutes	**4**	**3**	**2**	**1**	**N/A**
How much time spent on off-task behavior? _____ minutes					

Subcomponents	Observed	Partially Observed	Not Observed	Notes:
Students receive a current grade printout				
Students reflect on their progress				
Students revise current goal or write new goal				

IV. Motivation

	IMPLEMENTATION QUALITY				
Start time: End time: Total time spent on component IV: minutes	**4**	**3**	**2**	**1**	**N/A**
How much time spent on off-task behavior? _____ minutes					

Subcomponents	Observed	Partially Observed	Not Observed	Notes:
Reinforce the PEEPS incentive program				
Award incentive points to students				
Explicitly connect goals and incentives				

Fidelity of GOAL Sessions Form

Global Overall Time

How many minutes were devoted to instruction? _____

How many minutes were devoted to off-task behavior? _____

Overall Student Engagement

Time of 15-minute intervals during class period:	**:**	**:**	**:**
Overall student engagement rating at the 15-minute intervals during the observation:			

15-minute notes: _____

30-minute notes: _____

45-minute notes: _____

Indicators of Engagement

Count students as engaged if they follow along or focus on an activity but do not vocally participate.

4, high engagement   Almost all (90% or more) students are actively engaged in the learning activity (reading, writing, listening, talking about a relevant topic)

3, medium engagement   Most (75% or more) students are actively engaged in the learning activity (reading, writing, listening, talking about a relevant topic)

2, low engagement   More than half (51%–74%) of students are not actively engaged in the learning activity (e.g., fiddling with materials, inappropriately moving about the classroom)

1, no engagement   Most students (75% or more) are not engaged in the learning activity (e.g., entire class participating in activities not associated with class content)

Fidelity of GOAL Sessions Form

Global Observation

Overall, I consider this advisor's classroom management to be:	Highest Quality				Less Than Adequate		
	7	6	5	4	3	2	1

Overall, I consider this advisor's instruction to be:	Highest Quality				Less Than Adequate		
	7	6	5	4	3	2	1

Global Observations

Use ratings from the fidelity scale as well as teacher and student motivation and engagement to determine the overall ratings. The scores should be roughly equivalent. For example, we would expect a teacher who received mostly 4s on the fidelity scale and 3s on the student motivation and engagement scales to have an overall quality rating of 6 or 7. A 7 indicates strong instruction with not much room for improvement. A 4 is average, mediocre implementation. A teacher receiving a 4 uses the strategies but does not provide high-quality feedback, practice opportunities, or explanations, and students lack proficiency and high engagement.

High quality (6–7)   The teacher provides models, explanations, and feedback that are appropriate to student needs and that help students gain proficiency.

Average quality (3–5)   Students understand what they are supposed to do, yet lack a high level of engagement in the strategies and activities. Students may drift off task when not closely monitored. The teacher provides explanations and feedback but may be deficient in some areas, such as tailoring feedback to meet specific student needs and pacing lessons. The teacher may provide inconsistent or incorrect information about one or more strategy. The teacher may omit a strategy that should be present.

Low quality (1–2)   Most students are not engaged and may not be familiar with or proficient at using the strategies. The teacher does not provide the needed modeling, explanation, or feedback. The teacher may not be able to maintain a positive group work environment. The teacher misses many opportunities to support students.

Fidelity of GOAL Sessions Form

Quality Indicators and Descriptors

4 Excellent	3 Average	2 Weak	1 No occurrence
Uses direct and explicit language	Inconsistently uses direct and explicit language	Uses indirect and implicit language	Component applicable to lesson content, but teacher failed to attempt
Models many examples	Provides some examples	Provides no models or examples	
Provides sufficient and varied opportunities for practice	Provides many opportunities for practice with little variation; practice opportunities are not based on student need	Provides insufficient opportunities for practice with no variation	
Provides immediate, corrective, descriptive feedback	Provides inconsistent feedback	Provides nonspecific or no feedback	
Adjusts time to meet students' needs	Uses time appropriately, but not based on student need	Does not differentiate time use related to student need or task difficulty	
Constantly monitors student performance	Monitors some students or monitors all students for some activities	Does not monitor or monitors very few students	
Scaffolds tasks and materials to meet student needs	Scaffolds inconsistently and does not always tailor it to student needs	Scaffolds inappropriately or insufficiently	
Uses appropriate pacing, including wait time	Uses inconsistent pacing and provides insufficient wait time	Uses poor pacing and no wait time	