

**Focus on Second Fidelity Tool**

<b>Observer Name:</b> _____	<b>School ID:</b> _____	<b>Date of</b>
<b>observation:</b> _____	<b>Classroom ID:</b> _____	
<b>Start time:</b> _____ AM/PM		<b>Circle one:</b> VISIT 1 VISIT 2
<b>End time:</b> _____ AM/PM		

What literacy curriculum is this classroom using?

What math curriculum is this classroom using?

What phonics curriculum is this classroom using?

<b><u>IF CLASSROOM IS USING FOCUS ON SECOND:</u></b>
What unit of the Grade 2 curriculum is this classroom on?
What week of the Grade 2 curriculum is this classroom on? <b>1 2 3 4 5 Other:</b> _____ What unit and week is the classroom supposed to be on?

<b><u>IF CLASSROOM IS USING STUDIOS:</u></b>
How many days per week does the teacher do Studios?
How long do Studios last each day when they are done?

<b><u>IF CLASSROOM IS USING FOUNDATIONS:</u></b>
What week of Foundations is this classroom on?
What unit and week of Foundations is this class supposed to be on? _____

**IF CLASSROOM IS USING INVESTIGATIONS 3:**

Investigations 3 Unit Number  1  2  3  4  5  6  7  8  N/A

Investigations 3 Session \_\_\_\_\_

What unit and session is the classroom supposed to be on?

Lead teacher present?  Yes  No Paraprofessional present?  Yes  No  N/A

Other staff \_\_\_\_\_ Parents/volunteers \_\_\_\_\_

Number of: Children \_\_\_\_\_

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**Focus on Second Fidelity Tool**

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

Adult Story Telling  Yes  No Investigations Classroom Routines  Yes  No

**Significant Events/Comments:**

2

**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?**

<input type="checkbox"/> Lead	<input type="checkbox"/> Double	<input type="checkbox"/> Final
Coder's	Coder's	Codes
Codes	Codes	

## Focus on Second Fidelity Tool

### Vocabulary

#### Dosage

<u>Start Time:</u>	<u>End Time:</u>	c Vocabulary Not Observed
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#### Adherence

**Q1. Vocabulary is delivered during:**

Text Talk  Other

**Q2. Teacher facilitates which of the following vocabulary routines (choose one):**

Example/Non-example  Word Association  Generating Situations  Word Relationships  Returning to Story Context

Puzzles  Other

**Q3. Vocabulary stays within scheduled time (~10 minutes)**

Yes  No

#### Quality

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

Yes  No

**Q5. For the majority of the time, students are practicing target skills (vs. listening to teacher modeling).**

Yes  No

**Q6. Teacher builds on and extends children's understanding of the meaning of words.**

(e.g., 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

#### Participant Response

**Q7. During Vocabulary, check off the number of children who are...**

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

Off task, distracted, and/or unfocused for 50% or more of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Adaptations**

**Q8. Did you see any adaptations?**

No adaptations

Timing (disrupted timing)

Used an activity/lesson from a different component/type

Added a song/activity/game

Part conducted in another language

Incorporated another content domain

Used alternative materials

Other (specify: \_\_\_\_\_)

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**Q9. Was the adaptation aligned with the knowledge and goals of the Focus on Second unit?**

Yes  No  No adaptations



**Focus on Second Fidelity Tool**

**Text Talk**

**Dosage**

<u>Start Time:</u>	<u>End Time:</u>	c Text Talk Not Observed
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**Q1. Text Talk stays within the suggested timeframe. (35 minutes)**  
c Yes c No

**Q2. Text/Book Title:** \_\_\_\_\_

**Adherence**

**Q3. Teacher reads or refers back to text from the curriculum/Unit.**  
c Yes c No

**Q4. If text is not from the curriculum/Unit, is the topic area related to the current unit?**  
c Yes c No c N/A (Text is from the curriculum)

**Q5. Type of text:**  
c Fiction c Non-fiction (Informational) c Other (photograph, music, sculpture)

**Q6. Medium (check all that apply):**  
c Book c Slides c Video c Image  
  
c Music c Poetry c Children's copy of text

**Q7. The teacher introduces the text by stating the title (and an author if appropriate) (also can provide quick introduction, point out illustrator, build background knowledge, connect to previous experiences).**  
 c Yes c No

**Q8. The teacher states lesson objective(s).**  
 c Yes c No

**Q9. The teacher shows the text in a way that all children can see (e.g., both teacher and children are positioned so that all can see).**  
 c Yes c No

**Q10. Teacher engages children in collaborative learning routines (e.g., Turn & Talk; Think, Pair Share, Numbered Heads Together).** c Yes  
 c No

**Q11. Evidence of teacher observing and listening to children’s talk during collaborative learning routines** c  
 Yes c No

**Q12. What standards-aligned work occurred? (Check all that apply for the primary work of the lesson)**

- c Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- c Identifying/describing and using text features and structures (e.g., describe overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action; Know and use various text features [e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons] to locate key factors or information in a text efficiently)
- c Identify main topic of a multiparagraph text and the focus of specific paragraphs within a text
- c Using evidence to support a claim (e.g., claiming that a character felt worried and citing evidence from illustrations and words in a text)

- c Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral
- c Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area
- c Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a text, story, poem, or song
- c Explain how images contribute to the meaning of text (e.g., use info gained from illustrations and words in a print or digital text to demonstrate understanding of characters, setting, or plot; explain how specific images [e.g., diagram showing how a machine works] contribute to and clarify a text)

**Focus on Second Fidelity Tool**

**Text Talk**

**Q13. What types of questions did the teacher ask during Text Talk?**  
 (Check one in each row)

	None	Some	A Lot
(a) Text-dependent (questions that cannot be answered without the text)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Closed questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Open-ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q14. Connection Collection is visible.**  
 c Yes c No

**Q15. Connection Collection is referred or added to during or at the conclusion of the Text Talk lesson.**  
 c Yes c No

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

board).  
 c Yes c No

**Quality**

**Q17. Teacher efficiently brings full class together and signals instruction is about to begin.**

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

**Q18. Teacher presents text with expression and energy and uses some variety (might include changes in pitch, volume, speed, and use of facial expression and gestures).**

- c (5) Presents with expression and energy throughout and uses a variety of dramatic elements (e.g., pitch and tone, speed, etc.) c (4)
- c (3) Presents with expression and energy for about half the time.
- c (2)
- c (1) Does not present with any expression; does not appear to enjoy reading the book.

**Q19. Teacher asks questions and facilitates discussion that relates back to the lesson objective(s).**

- c (5) Lesson objective(s) are clear to the observer and children. Questions and discussion relate back to the objective. c (4)
- c (3) Lesson objective(s) are somewhat unclear to the observer and children.
- c (2)
- c (1) Lesson objective(s) are not clearly introduced or referenced.

**Q20. Teacher builds on and extends children's thinking and understanding about the text(s) in flexible ways.** (e.g., asks follow-up questions, invites other children to build on specific peer ideas, names particular strategies and concepts demonstrated and shared by children, promotes learning through discussion, prompts children to explain thinking or rationale for responses) c (5) Consistently builds on and extends child thinking

- c (4)
- c (3) Sometimes builds on and extends child thinking
- c (2)
- c (1) Does not build on and extend child thinking/understanding

**Focus on Second Fidelity Tool**

**Text Talk**

**Q21. Teacher:**

**6 or more times 3 - 5 times 1 - 2 times 0 times**

		6 or more times	3 - 5 times	1 - 2 times	0 times
(a) embeds vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) defines vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**List vocabulary words used:**

**Q22. Teacher uses a variety of vocabulary words from the text/unit that are sophisticated or advanced.**

- c (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced
- c (4)
- c (3) Teacher uses some vocabulary words that are sophisticated or advanced
- c (2)

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

**Q23. Teacher is intentional in which vocabulary words are used and how they are clearly and accurately defined.** c (5) Highly intentional in her/his use of vocabulary words. S/he may only use a handful of sophisticated vocabulary words but they are repeated numerous times within context; and/or defined clearly and accurately with easy-to-understand language; and/or meaning is discussed using multiple modalities.

c (4)

c (3) Somewhat intentional in her/his use of vocabulary words

c (2)

c (1) Not intentional in her/his use of vocabulary words. S/he may use many different vocabulary words, but there is little intentionality behind them (e.g., they are not repeated; only one modality is used; less sophisticated words are used).

**Q24. Teacher facilitates connections between the text and the content of the unit with the goal of building students' content knowledge.** c (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.

c (4)

c (3) Somewhat effective

c (2)

c (1) Ineffective: Teacher does not make connections between texts, or between the text and the unit.

**Q25. Teacher effectively facilitates discussion on the meaning of individual words and sentences.**

c (5) Highly effective: questions are directly related to the portion of text presented to children and one or more questions require building on information presented in the text to understand the meaning of words and sentences.

c (4)

c (3) Somewhat effective: questions are mostly related to the portion of text presented to children; however, questions are either too basic or too inferential as a whole.

c (2)

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

**Q26. 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.

### Focus on Second Fidelity Tool

#### Text Talk

#### Participant Response

**Q27. During Text Talk, check off the number of children who are...**

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

Off task, distracted, and/or unfocused 50% of the time	c	c	c	c
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**Adaptations**  
**Q28. Did you see any adaptations?**

No adaptations

Timing (disrupted timing)

Used an activity/lesson from a different component/type

Added a song/activity/game

Part conducted in another language

Incorporated another content domain

Used alternative materials

Other (specify: \_\_\_\_\_)

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**Q29. Was the adaptation aligned with the knowledge and goals of the Focus on Second Curriculum?**

Yes  No  No adaptations

**Focus on Second Fidelity Tool**

**Foundations / Literacy Whole Group**

**Dosage**

<u>Start Time:</u>	<u>End Time:</u>	c Foundations / Literacy Whole Group Not Observed	
<b>Q1. Foundations / Literacy Whole Group stays within the suggested time frame (20-30 minutes).</b>			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
<b><u>Adherence</u></b>			
<b>Q2. Which curriculum does the teacher use? (Check all that apply)</b>			

Foundations  Palabras a Su Paso  Other (please specify): \_\_\_\_\_ **Q3. What is/are**

**the targeted skill(s)? (Check all that apply)**

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

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



Yes  No  Not applicable. No support materials necessary.

<b>Q5. Materials for are prepared in advance with no wait time.</b> (if no materials needed, select "yes")					
<input type="checkbox"/> Yes	<input type="checkbox"/> 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 <sup>c</sup> Don't know (i.e., not FUNdations)

**Q8. Teacher asks children to use letter sound cards, magnetic tiles, and/or composition book 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

## Focus on Second Fidelity Tool

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### Fundations / Literacy Whole Group

#### Quality

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

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

c (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions c (2)

c (1) Teacher struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me...")

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

c (5) Teacher is very clear about the targeted skill through explanation and substantive examples both while introducing the activity and after engaging children in the activity

c (4)

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

c (2)

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

**Q13. The teacher provides specific and actionable feedback to children, whether directly or through facilitation of peer-to-peer feedback.** c (5)

Specific and actionable feedback consistently provided to children from teachers and/or peers

c (4)

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

c (2)

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

**Participant response**

**Q14. Foundations / Literacy Whole Group, check off number of children who are...**

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

Off task, distracted, and/or unfocused 50% or more of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Adaptations**

**Q15. Did you see any adaptations?**

No adaptations

Timing (disrupted timing)

Used an activity/lesson from a different

component/type

Added a song/activity/game

Part conducted in another language

Incorporated another content domain

Used alternative materials

Other (specify: \_\_\_\_\_)

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

Yes  No <sup>c</sup> No adaptations

**Focus on Second Fidelity Tool**

**Literacy Small Group**

**Dosage**

<u>Start Time</u> (first SG):	<u>End Time</u> (last SG):	c Literacy Small Group Not Observed
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**Q1. Describe the Small Groups:**

# of children	Start Time	End Time	Curriculum/Activity Source (Check all that apply)	Teacher
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			<input type="checkbox"/> Small Group Reading <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Guided Writing <input type="checkbox"/> Word Study	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Unclear	<input type="checkbox"/> Lead <input type="checkbox"/> Para <input type="checkbox"/> ESL <input type="checkbox"/> Specialist <input type="checkbox"/> Volunteer
			<input type="checkbox"/> Small Group Reading <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Guided Writing <input type="checkbox"/> Word Study	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Unclear	<input type="checkbox"/> Lead <input type="checkbox"/> Para <input type="checkbox"/> ESL <input type="checkbox"/> Specialist <input type="checkbox"/> Volunteer
			<input type="checkbox"/> Small Group Reading <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Guided Writing <input type="checkbox"/> Word Study	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Unclear	<input type="checkbox"/> Lead <input type="checkbox"/> Para <input type="checkbox"/> ESL <input type="checkbox"/> Specialist <input type="checkbox"/> Volunteer
			<input type="checkbox"/> Small Group Reading <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Guided Writing <input type="checkbox"/> Word Study	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Unclear	<input type="checkbox"/> Lead <input type="checkbox"/> Para <input type="checkbox"/> ESL <input type="checkbox"/> Specialist <input type="checkbox"/> Volunteer

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

c Yes c No

<b><u>Adherence [if yes does not apply to every literacy small group observed, select no unless otherwise noted.]</u></b>							
<b>Q3. Small Groups are delivered during:</b>							
c Literacy Stations	c Studios	c Other: _____					
<b>Q4. Materials are prepared in advance (as indicated in the curriculum) with no wait time. (if no materials needed, select "yes")</b>							
c Yes	c No						
<b>Q5. Teacher provides a brief introduction to introduce the focus of the lesson.</b>							
c Yes	c No						

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

c Yes c No

**Q7. Teacher reminds children of specific phonics rules as they read and/or when they struggle.**

c Yes c No  N/A: Vocabulary lesson only

**Q8. Teacher helps children identify words that do not follow phonics rules and/or patterns that change across words (e.g., the “gh” in ghost vs. the –ough pattern in rough).**

c Yes c No c N/A: Vocabulary lesson only

**Focus on Second Fidelity Tool**

Literacy Small Group

If observe SMALL GROUP READING LESSON, complete items Q9 – Q18. If not, skip Q9 – Q18.

**Q9. Teacher provides a brief introduction to the book (e.g., author, preview cover, etc.).**

c Yes c No

**Q10. Teacher describes the purpose for reading the book.**

c Yes c No

**Q11. Teacher uses target vocabulary when introducing the book in at least one small group.**

c Yes c No

**Q12. Teacher gathers observational data, such as taking a running record or documenting reading skills and behaviors.** c

Yes c No

**Q13. Teacher employs shared reading practices (such as echo, paired, or choral reading) in at least one small group.** c

Yes c No

**Q14. Teacher invites students to read by themselves, prompting and coaching readers as needed.**

c Yes c No

**Q15. Teacher coaches readers using the following prompts (check all that apply):**

c Check the picture

c Does it make sense?

c Did that sound right?

c What sounds do the letters make?

c Tap out the word

c Break the word apart

c What parts do you know? Chunk the word

c Teacher gives the word or gives part of the word

c Teacher refer to strategy “nicknames” such as “Lips the fish,” “Tryin’ Lion”

**Q16. For the majority of the time, students are practicing target skills (vs. listening to teacher modeling).** c

Yes c No

**Q17. Teacher uses on-the-spot assessment data to inform teaching point (for individual children or for the whole group).** c

Yes c No

**Q18. What types of questions did the teacher ask during Small Group Reading?**

(Check one in each row.)	None	Some	A Lot
(a) Text-dependent (questions that cannot be answered without the text)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Closed questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Focus on Second Fidelity Tool**

**Literacy Small Group**

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

**Quality**

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

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

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

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

**Q25. Teacher provides accurate information and flexibly adapts their explanations of information to address children’s understanding. (5)**

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

**Q26. Teacher builds on and extends children’s thinking and 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.

**Q27. 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 Second Fidelity Tool**

**Literacy Small Group**

**Q28. 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, the teacher gives some children charted sentence starters for the text discussion while other children do not receive these.**

- (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 differently based on ability or development

**Participant Response**

**Q29. During Literacy Small Groups, check off the number of children who are...**

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

Off task, distracted, and/or unfocused for 25% or more of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Adaptations**

**Q30. Did you see any adaptations?**

- No adaptations
- Timing (disrupted timing)
- Used an activity/lesson from a different
- Part conducted in another language
- Incorporated another content domain
- Used alternative materials

component/type <input type="checkbox"/> Added a song/activity/game	<input type="checkbox"/> Other (specify: _____)
<b>Q31. Was the adaptation aligned with specific goals for literacy development?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <sup>c</sup> No adaptations	

**Focus on Second Fidelity Tool**

**Guided Independent Reading (all students)**

**Dosage**

<u>Start Time:</u>	<u>End Time:</u>	c Guided Independent Reading Not Observed		
<b>Q1. Guided Independent Reading stays within the suggested timeframe (~20 minutes).</b>				
<input type="checkbox"/> Yes	<input type="checkbox"/> No			

**Adherence**

<b>Q2. Teacher sets up children to read independently (e.g., access to children’s own book collections, access to books for children to select).</b>				
<input type="checkbox"/> Yes	<input type="checkbox"/> No			

**Q3. While children read, teacher (check all that apply):**

- |   |  |                                    |
|---|--|------------------------------------|
| c Confers with individual readers re: reading behaviors and/or book selection | <u><b>Participant Response</b></u><br>c Observes and takes notes about reading | behaviors<br>c Pulls a small group |
|---|--|------------------------------------|

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

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

Off task, distracted, and/or unfocused for 25% or more of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Focus on Second Fidelity Tool**

**Learning Stations**

**Dosage**

<u>Start Time:</u>	<u>End Time:</u>	c Learning Stations Not Observed
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**Q1. Which Learning Stations are used?**

Station	Used	Activity name or description	From FoS
(a) Word Work	c		c
(b) Vocabulary	c		c
(c) Listening and Speaking	c		c
(d)	c		c
(e)	c		c
(f)	c		c

**Adherence**

**Q2. Introduction to Learning Stations stays within the suggested timeframe (< 5 minutes).**

Yes  No



Q3. Learning Stations stay within the suggested timeframe (~45 minutes or ~25 minutes if also saw guided independent reading).

Yes  No

Q4. Learning Stations are delivered during:

Literacy Block      c 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; systems for organizing work).

Yes  No

### Focus on Second Fidelity Tool

#### Learning Stations

#### Participant Response

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

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

Off task, distracted, and/or unfocused 25% or more of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Adaptations

Q8. Did you see any adaptations?

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

<p><b>Q9. Was the adaptation aligned with the knowledge and goals of the Focus on Second unit?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <sup>c</sup> No adaptations</p>
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**Focus on Second Fidelity Tool**  
**Science and Engineering**

**Dosage**

<u>Start Time:</u>	<u>End Time:</u>	c Science and Engineering Not Observed
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**Adherence:**

**Q1. Lessons are at least 30 minutes long.**  
c Yes c No

**Q2. The lesson consists of which of the following three sections (check all that apply):**  
c Introduction c Investigation/Journal entry c Sensemaking discussion

**Q3. There is enough time in the lesson for children to explore materials. (10-20 minutes)**  
c Yes c No

**Q4. Materials are prepared in advance with no wait time.**  
c Yes c No

**Q5. There is evidence that children know what “to do”.**  
c Yes c No

**Quality:**

**Q6. Teacher efficiently brings full class together and signals instruction is about to begin.**  
 c (5) Teacher is able to bring class together in a short amount of time, with the large majority (>90%) focused on the teacher and her instructions.  
 c (4)  
 c (3) Teacher brings class together, but the process is somewhat disorganized, and some students’ focus is not on the teacher and her instructions when she begins providing them.  
 c (2)  
 c (1) Teacher struggles to focus the class’ attention before she begins instruction. There are multiple attempts to focus children (e.g., “one, two, three, eyes on me...”)

**Q7. Teacher: 6 or more times 3 - 5 times 1 - 2 times 0 times**

(a) embeds vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) defines vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**List vocabulary words used:**

**Q8. Teacher uses a variety of vocabulary words are sophisticated or advanced related to the topic.**

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

**Q9. Teacher is intentional in which vocabulary words are used and how they are defined.**

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

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### **Focus on Second Fidelity Tool**

#### **Science and Engineering**

**Q10. Teacher uses appropriate and accurate scientific terms and academic language.**

- c (5) Consistently uses accurate language throughout (e.g., can reframe misconceptions to be accurate)
- c (4)
- c (3) Mostly accurate language (majority of language is technically correct; unclear or too vague or minor errors at times) c (2)
- c (1) Gross inaccuracy(ies); or many unclear explanations that lead to or sustain misconceptions

**Q11. Teacher exploits opportunities to describe, comment, or ask questions about children's investigations.** c (5)

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

**Q12. Teacher exploits opportunities to provide or elicit process information (e.g., "why", "how" info) to children.** c (5)

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

**Q13. Teacher's behaviors demonstrate scaffolding of children to help them extend their learning, providing "just enough" support to complete task(s) (e.g., appropriate level of detail, not too little or too much help or information).**

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

**Q14. Teachers engage children in sustained, substantive discussions around lesson content (to help students make sense of their investigations).** (Talking turn = teacher speaks, child returns; 2 turns = teacher speaks, child returns, teacher returns) c (5) Most teacher-child interactions (90% or more) can be characterized by **sustained and substantive interactions (5+ turns) around lesson content** where teacher prompts for extended talk, asks follow-up questions and children provide contingent responses c (4)

- c (3) Interactions are a mix of shallow, brief interactions and a few sustained interactions (**5+ turns**)
- c (2)
- c (1) Most interactions between teacher and children are **brief (1-2 turns)**

**Q15. Teacher provides opportunities for students to ask questions.**

- c (5) Teacher consistently provides opportunities for students to ask questions.
- c (4)
- c (3) Teacher sometimes provides opportunities for students to ask questions.
- c (2)
- c (1) Teacher directs students through the steps of the investigation, without providing an opportunity to ask questions.

**Q16. The teacher extends children’s conceptual understanding.**

(e.g., embeds key science vocabulary in response to child(ren); asks questions to guide explanation of phenomena; guides children to make connections between the observed phenomenon and the bigger ideas of the unit)

- c (5) Teacher consistently and intentionally extends or elaborates on children’s ideas or explanations (e.g., prompts children to provide evidence to support a claim)
- c (4)
- c (3) Teacher sometimes extends or elaborates on children’s ideas or explanations
- c (2)
- c (1) Teacher rarely extends or elaborates on children’s ideas or explanations

**Focus on Second Fidelity Tool**

**Science and Engineering**

**Q17. The teacher encourages children to listen to and evaluate others’ thinking and discuss ideas.**

- c (5) Teacher facilitates peer learning throughout investigation; asking children to engage in argumentation, construct explanations, and/or ask questions
- c (4)
- c (3) Teacher facilitates some peer-to-peer learning (e.g., superficial “check” of peer’s observations)
- c (2)
- c (1) Teacher does not facilitate peer-to-peer learning at all (e.g., teacher is directive during the investigation, does not encourage sensemaking)

**Participant Response**

**Q18. During Science and Engineering, check off the number of children who are...**

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused for 25% or more of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Adaptations**

**Q19. Did you see any adaptations?**

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

**Q20. Was the adaptation aligned with the knowledge and goals of the Focus on Second unit?**

- Yes  No  No adaptations



**Focus on Second Fidelity Tool**

**Studios**

**Dosage**

<u>Start Time:</u>	<u>End Time:</u>	c Studios NOT Observed		
<b>Q1. Teacher introduced Studios within the suggested timeframe (no more than 10 minutes).</b>				
<input type="checkbox"/> Yes	<input type="checkbox"/> No			
<b>Q2. Studios (including the introduction) stays within the suggested timeframe (at least 30 minutes, or ~20 minutes if also saw Thinking &amp; Feedback).</b>				
<input type="checkbox"/> Yes	<input type="checkbox"/> No			

**Q3. Describe which studios are used.**

	Used	Activity Name/Description	From weekly lesson	
(a) Art Studio	<input type="checkbox"/>		<input type="checkbox"/>	
(b) Research Studio	<input type="checkbox"/>		<input type="checkbox"/>	
(c) Building Studio	<input type="checkbox"/>		<input type="checkbox"/>	
(d) Writing & Storytelling Studio	<input type="checkbox"/>		<input type="checkbox"/>	
(e) Discovery Studio	<input type="checkbox"/>		<input type="checkbox"/>	
(f)	<input type="checkbox"/>		<input type="checkbox"/>	
(g)	<input type="checkbox"/>		<input type="checkbox"/>	
(h)	<input type="checkbox"/>		<input type="checkbox"/>	
<b>Q4. Materials for Studios are prepared in advance with no wait time. (if no materials are needed, select "yes")</b>				
<input type="checkbox"/> Yes	<input type="checkbox"/> No			

**Q5. Children are allowed to choose their studio.**

Yes  No

**Q6. Evidence of some routines/structures are in place for going to and/or moving between studios.**

Yes  No

**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

**Q8. Teacher asks at least two open-ended questions (e.g., I wonder what would happen if...What do you think about...?).**

Yes  No

**Q9. Teacher documents children's learning and/or work in studio activities (e.g., writing down ideas, taking notes, photographing, videotaping).**

Yes  No

**Focus on Second Fidelity Tool**  
**Studios**

**Q10. What proportion of studios time did the teacher “facilitate” studios?**

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

**Quality**

**Q11. Teacher efficiently brings full class together and signals instruction is about to begin.**

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

**Q12. Teacher incorporates or references prior classwork to inform or reinforce the current day’s planned activities when introducing Studios.**

- c (5) Clearly ties in prior classwork (verbally or through display of work) to help children build on the current unit’s activities (e.g., suggests children start with their prior work and expand on it)
- c (4)
- c (3) Makes at least one cursory reference to prior classwork (verbally or through display of work) but does not provide a clear purpose for highlighting it (e.g., says the activity will be “like” the prior one)
- c (2)
- c (1) Does not reference prior classwork at all (verbally or through display of work)

**Q13. Teacher: 6 or more times 3 - 5 times 1 - 2 times 0 times**

(a) embeds vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) defines vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**List vocabulary words used:**

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

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

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

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

## Focus on Second Fidelity Tool

### Studios

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

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

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

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

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

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

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

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

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

- c (4)
- c (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
- c (2)
- c (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

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

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

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



Focus on Second Fidelity Tool

Studios

**Q22. 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.**

- c (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
- c (4)
- c (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
- c (2)
- c (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

**Q23. During Studios, check off the number of children who are...**

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 25% or more of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b><u>Adaptations</u></b>  <b>Q24. Did you see any adaptations?</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input type="checkbox"/> No adaptations</p> <p><input type="checkbox"/> Timing (disrupted timing)</p> <p><input type="checkbox"/> Used an activity/lesson from a different component/type</p> <p><input type="checkbox"/> Added a song/activity/game</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> Part conducted in another language</p> <p><input type="checkbox"/> Incorporated another content domain</p> <p><input type="checkbox"/> Used alternative materials</p> <p><input type="checkbox"/> Other (specify: _____)</p> </div> </div>
<p><b>Q25. Was the adaptation aligned with the knowledge and goals of the Focus on Second unit?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No adaptations</p>

Focus on Second Fidelity Tool

Thinking and Feedback

Dosage

<u>Start Time:</u>	<u>End Time:</u>	c T&F Not Observed			
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<b>Q1. Thinking and Feedback stays within the suggested timeframe (10 – 20 minutes).</b>						
<input type="checkbox"/> Yes	<input type="checkbox"/> No					
<u>Adherence</u>						
<b>Q2. Teacher checks in with a child or group of children who are sharing their work prior to the start of T&amp;F.</b>						
<input type="checkbox"/> Yes	<input type="checkbox"/> No					
<b>Q3. Teacher/class utilizes the Thinking and Feedback protocol.</b>						
<input type="checkbox"/> Yes	<input type="checkbox"/> No					
<b>Q4. The Protocol Steps completed are (check all that apply):</b>						
<input type="checkbox"/> Looking	<input type="checkbox"/> Noticing	<input type="checkbox"/> Listening	<input type="checkbox"/> Wondering	<input type="checkbox"/> Suggesting/ Inspiring		
<b>Q5. Protocol Steps are followed in order.</b>						
<input type="checkbox"/> Yes	<input type="checkbox"/> No					
<b>Q6. Teacher provides visual display of protocol to walk through steps.</b>						
<input type="checkbox"/> Yes	<input type="checkbox"/> No					
<b>Q7. Most feedback and comments are aligned with the presentation.</b>						
<input type="checkbox"/> Yes	<input type="checkbox"/> No					
<b>Q8. Teacher/adult or child takes notes during T&amp;F activity.</b>						
<input type="checkbox"/> Yes	<input type="checkbox"/> No					
<b>Q9. Teacher summarizes feedback and suggestions at the end of T&amp;F.</b>						

<input type="checkbox"/> Yes	<input type="checkbox"/> No				
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**Quality**

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

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

**Focus on Second Fidelity Tool**

**Thinking and Feedback**

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

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

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

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

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

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

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

**Participant Response**

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

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

Off task, distracted, and/or unfocused 50% or more of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Adaptations**  
**Q15. 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

Part conducted in another language

Incorporated another content domain

Used alternative materials

Other (specify: \_\_\_\_\_)

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

Yes  No <sup>c</sup> No adaptations

**Focus on Second Fidelity Tool**

**Storytelling**

**Dosage** Storytelling **Not** Observed

	Start Time	End Time	Stays within suggested timeframe (2-5 minutes)
Child 1:			<input type="checkbox"/>
Child 2:			<input type="checkbox"/>
Child 3:			<input type="checkbox"/>

**Adherence**

**Q1. Teacher is observed collecting stories during (check all that apply):**  
 Arrival  Centers  Rest time  Lunch  Other **Q2. Teacher has a schedule or protocol for storytelling (indicates each child takes a turn at least every 2 weeks).**  Yes  No  Don't know

**Select one (Yes, No, or Don't Know):**

	Child 1	Child 2	Child 3
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Q3. Teacher sits next to (not across from) child.	Y N DK	Y N DK	Y N DK
Q4. Teacher reminds child about length (one-page).	Y N DK	Y N DK	Y N DK
Q5. Dictation is handwritten.	Y N DK	Y N DK	Y N DK
Q6. Teacher reads back the story to child verbatim, or if co construction was needed, filled in some parts.	Y N DK	Y N DK	Y N DK
Q7. Teacher gives child a chance to make changes.	Y N DK	Y N DK	Y N DK
Q8. Teacher asks for title.	Y N DK	Y N DK	Y N DK
Q9. Co-construction (with teacher, other child, visuals) was used.	Y N DK	Y N DK	Y N DK

Q10. Teacher compiles children's stories.

Yes  No

Q11. Storytelling is largely student-driven, as developmentally appropriate, with narrative and any literacy concepts directed by the student and little to no teacher input (any changes and suggestions are offered as choices).

(5) Teacher minimally or never directive; offers no comments, and only to support child in completing the story or at the child's request. Suggestions for changes are presented as a choice.

(4)

(3) Teacher somewhat directive; provides a few comments and makes change(s) to the story without presenting a choice (e.g., correcting grammar).

(2)

(1) Teacher highly directive; provides multiple (5+) suggestions and/or makes changes without presenting a choice.

<p><b><u>Adaptations</u></b>  <b>Did you see any adaptations?</b></p> <p><input type="checkbox"/> No adaptations</p> <p><input type="checkbox"/> Timing (disrupted timing)</p> <p><input type="checkbox"/> Used an activity/lesson from a different component/type</p> <p><input type="checkbox"/> Added a song/activity/game</p> <p><input type="checkbox"/> All/part conducted in another language</p> <p><input type="checkbox"/> Incorporated another content domain</p> <p><input type="checkbox"/> Used alternative materials</p> <p><input type="checkbox"/> Other (specify: _____)</p>		
<p><b>Was the adaptation aligned with the Focus on Second Curriculum?</b></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> No adaptations</p>

**Focus on Second Fidelity Tool**

**Story Acting**

**Dosage**

Start Time:	End Time:	Q1. Story Acting Not Observed
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**Q1. Story Acting stays within the suggested timeframe (approx. 10 mins or less).**

- Yes  No

**Q2. Number of stories acted:**

- 1  2  More than 2

**Adherence**

**Q3. Teacher allows author to select their part.**

- Yes  No

**Q4. Other actors are invited (select one):**

- While reading the story then selecting  
 Reading the story first,  Other

**Q5. Teacher reminds children of stage rules.**

- Yes  No

**Q6. Teacher keeps comments to a minimum (no more than 1-2).**

- Yes  No

**Q7. Acting is largely child-driven with the choices about how to act made by the student and suggestions or support sought from other students as opposed to the teacher.**

- Yes, teacher mostly asks students to provide support  No, teacher mostly provides support

**Quality**

**Q8. 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  (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...")

**Q9. Teacher has routines and processes to maintain a focus on the acting as opposed to management. a)**

Choosing actors is fair and efficient and prevents disputes or quickly addresses them if they occur

b) Emphasizes the actions on stage (or redirects child attention to actors) rather than focusing on distractions or misbehavior c)

Provides opportunity for students to address inappropriate acting and make corrections

- (5) Processes are clear and easy to understand. Addresses behavior with minimal intervention, and promotes peer contribution.  (4)  
 (3) Most processes are clear and easy to understand. Flow is disrupted only slightly by teacher addressing processes or behavior.  (2)  
 (1) Process for story acting (including choosing actors) is not clear or inefficient; Flow is disrupted often by addressing processes or behavior.

**Q10. Pacing is deliberate to allow children time to consider how to act out their parts.**

- (5) Teacher very responsive to the children's actions, adjusting the pace for children to think and to enhance the story acting.  (4)  
 (3) Teacher generally keeps a pace that allows children time to think before acting.  
 (2)  
 (1) Teacher moves through story without any consideration for the time children need to think.

**Participant Response**

**Q11. During Story Acting, check off the number of children who are...**

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

Off task, distracted, and/or unfocused 50% or more of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p><b><u>Adaptations</u></b>  <b>Q12. Did you see any adaptations?</b></p> <p><input type="checkbox"/> No adaptations</p> <p><input type="checkbox"/> Timing (disrupted timing)</p> <p><input type="checkbox"/> Used an activity/lesson from a different component/type</p> <p><input type="checkbox"/> Added a song/activity/game</p> <p><input type="checkbox"/> All/part conducted in another language</p> <p><input type="checkbox"/> Incorporated another content domain</p> <p><input type="checkbox"/> Used alternative materials</p> <p><input type="checkbox"/> Other (specify: _____)</p>
<p><b>Q13. Was the adaptation aligned with the Focus on Second Curriculum?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <sup>c</sup> No adaptations</p>

**Focus on Second Fidelity Tool**

**Writing**

**Dosage**

<u>Start Time:</u>	<u>End Time:</u>	<input type="checkbox"/> Writing Not Observed
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**Q1. Writing stays within the suggested time frame (30 minutes).**

<sup>c</sup> Yes <sup>c</sup> No

**Q2. Select the genre (check one)**

<sup>c</sup> Procedure <sup>c</sup> Report <sup>c</sup> Explanation <sup>c</sup> Autobiography (poetry)  
<sup>c</sup> Biography <sup>c</sup> Argument <sup>c</sup> Other: \_\_\_\_\_

**Adherence**

**Q3. Which curriculum/approach to writing instruction does the teacher use? (Check all that apply)**

<sup>c</sup> Focus on Second (SFL) <sup>c</sup> Lucy Calkins <sup>c</sup> Other: \_\_\_\_\_

**Q4. What type(s) of writing is the class engaged in? (Check all that apply.)**

<sup>c</sup> Deconstructing a mentor text <sup>c</sup> Joint construction <sup>c</sup> Revising and publishing <sup>c</sup> Presentation & celebration of published work  
<sup>c</sup> Peer-to-peer feedback <sup>c</sup> Independent construction <sup>c</sup> Assessment <sup>c</sup> Other: \_\_\_\_\_

**Q5. Whole group instruction is focused on (check**

**all that apply):**

c Genre purpose c Genre structure/ organization (stages)

c Other: \_\_\_\_\_  
c Language c Medium (poem, poster, caption)

**Q6. While children write independently, the teacher is... (check all that apply)**

c Circulating to confer with and support writers

Quality

c Observing and taking notes  
c No independent writing observed

c Other: \_\_\_\_\_

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

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

**Q8. Teacher builds on and extends children's thinking and understanding about a piece of 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; works with wrong or partially correct comments to help build child understanding)

- c (5) Consistently builds on and extends child thinking (e.g., invites other children to build on specific peer ideas, uses children's work as models, promotes learning through discussion)
- c (4)
- c (3) Sometimes builds on and extends child thinking
- c (2)
- c (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

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**Focus on Second Fidelity Tool**

Writing

**Q9. 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)

- c (5) Specific and actionable feedback consistently provided to children about their writing from teachers and/or peers c (4)
- c (3) Specific and actionable feedback sometimes provided to children about their writing from teachers and/or peers c (2)
- c (1) No feedback observed and/or incorrect feedback provided
- c (8) N/A: Independent writing not observed

**Q10. The teacher scaffolds children to help them extend their learning, providing "just enough" support for children to complete the task(s)** (e.g., appropriate level of detail, not too little or too much help or information).

- c (5) Scaffolds children so that they have access or an "entry point" to an activity (e.g., is responsive; provides appropriate support given child's level)
- c (4)
- c (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children c (2)
- c (1) Never scaffolds children [does not respond to children's writing needs OR does almost all of the work for the child (overscaffolds)]



**Q11. Teacher: 6 or more times 3 - 5 times 1 - 2 times 0 times**

(a) embeds vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) defines vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**List vocabulary words used:**

**Q12. Teacher uses a variety of vocabulary words are sophisticated or advanced related to the topic.**

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

**Q13. Teacher is intentional in which vocabulary words are used and how they are defined.**

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

**Participant Response**

**Q14. During Writing, check off the number of children who are...**

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

**Focus on Second Fidelity Tool**

**Writing**

**Adaptations**

**Q15. Did you see any adaptations?**

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

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

Yes  No  No adaptations





**Focus on Second Fidelity Tool**  
**Number Talks**

**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)

**Participant Response**

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

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

**Adaptations**

**Q10. Did you see any adaptations?**

<input type="checkbox"/> No adaptations  <input type="checkbox"/> Timing (disrupted timing)  <input type="checkbox"/> Used an activity/lesson from a different component/type  <input type="checkbox"/> Added a song/activity/game	<input type="checkbox"/> Part conducted in another language  <input type="checkbox"/> Incorporated another content domain  <input type="checkbox"/> Used alternative materials  <input type="checkbox"/> Other (specify: _____)
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**Focus on Second Fidelity Tool**  
**Math Launch (Whole Group)**

**Dosage**

Start Time:	End Time:	c Math Launch Not Observed
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**Q1. Math Launch activities stay within the suggested time frame (no more than 15 minutes).**

Yes No

**Adherence**

**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

**Quality**

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

**Participant Response**

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

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

Off task, distracted, and/or unfocused 50% or more of the time				
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**Adaptations**

**Q8. Did you see any adaptations?**

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

**Focus on Second Fidelity Tool  
Math Workshop (Math Small Group)**

**Dosage**

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

Activity Name/Description	Type	From Investigations 3?	If yes, current session?	Number of children
1.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+
2.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+
3.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> Small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+
4.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+
5.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+
6.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+
7.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+
8.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+

9.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+
10.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+

**Q2. Math Workshop stays within the suggested time frame (~30-40 minutes).**

c Yes c No

**Adherence**

**Q3. Math Workshop is delivered as a standalone component.**

c Yes c No

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

Yes c No

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

c No

**Focus on Second Fidelity Tool**

**Math Workshop (Math Small Group)**

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

c Yes c No

**Quality**

**Q7. An adult circulated the room, monitoring, guiding and/or participating in the activity.**

c (5) Adult consistently monitors and guides (e.g., asks questions about what they understand, such as 'what do you notice about this problem?')

c (4)

c (3) Teacher sometimes monitors and guides children

c (2)

c (1) Teacher rarely or never monitors and guides children

**Q8. Teacher provided accurate information and correctly uses and models mathematical terms and concepts.** c (5)

Consistently uses accurate language throughout (e.g., can reframe misconceptions to be accurate)

c (4)

c (3) Mostly accurate language (majority of language is technically correct); unclear or too vague or minor errors at times c (2)

c (1) Gross inaccuracy(ies); or many unclear explanations that lead to misconceptions

**Q9. The teacher asked children to share, clarify, or justify their ideas.**

c (5) Consistently asks a variety of open-ended questions and/or prompts children to explain or demonstrate their thinking c (4)

c (3) Asks some open-ended questions; typically the same one ("How do you know?")

c (2)

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

**Q10. The teacher supported the “describer’s” thinking.**

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

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

**Q11. The teacher extends children’s conceptual understanding.**

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

- c (4)
- c (3) Sometimes extends or elaborates on children’s ideas, strategies or explanations
- c (2)
- c (1) Rarely extends or elaborates on children’s ideas, strategies or explanations

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

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

**Focus on Second Fidelity Tool**  
**Math Workshop (Math Small Group)**

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

- c (5) Scaffolds children so that they have access or an “entry point” to an activity (e.g., is responsive; provides appropriate support given child’s level)
- c (4)
- c (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children c (2)
- c (1) Never scaffolds children [does not respond to children’s mathematical needs OR does almost all of the work for the child (over scaffolds)]

**Q14. Teacher adapted the task or discussion according to children’s abilities and development by purposefully presenting the content in different ways, varying materials, or providing children with flexibility in how they complete the activity(ies).** For example, teacher allows for some children to complete tasks with manipulatives while others are doing ‘mental math.’

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

**Q15. The teacher encouraged mathematical reflection.**

- c (5) 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?)
- c (4)
- c (3) Provides cursory reflection on the activity; may not be at the level of “big idea”
- c (2)
- c (1) No mention of big math ideas or relation to previous activities or real world



**Participant Response**

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

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

Off task, distracted, and/or unfocused 25% or more of the time	c	c	c	c
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**Adaptations**

**Q17. Did you see any adaptations?**

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

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

**Dosage**

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

**Q1. Math Summary/Wrap-up stays within the suggested time frame (5-15 minutes).**

c Yes c No

**Q2. Teacher has a few children share something about their work from Math Workshop.**

c Yes c No

**Quality**

**Q3. The teacher facilitates a whole group discussion related to the learning goal or big idea of the math lesson.** c (5) An extended whole group discussion occurs, focusing on the learning goal or "big idea" (e.g., these are different ways to count, to tell us how many)

c (4)

c (3) A whole group discussion occurs but is more cursory; may not be at the level of "big idea." Students may share their work in a "show and tell" format that minimally highlights any mathematical ideas.

c (2)

c (1) Minimal or no whole group discussion occurs

**Q4. The teacher asked children to share, clarify, or justify their ideas.**

c (5) Consistently asks a variety of open-ended questions and/or prompts children to explain or demonstrate their thinking c (4)

c (3) Asks some open-ended questions; typically the same one ("How do you know?")

c (2)

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

**Q5. The teacher supported the “describer’s” thinking.**

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

Consistently supports “describers” to articulate their strategy

c (4)

c (3) Occasionally supports describers

c (2)

c (1) Does not support describers at all (e.g., teacher accepts any response and moves on)

**Q6. The teacher extends children’s conceptual understanding.**

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

c (5) Consistently and intentionally extends or elaborates on children’s ideas, strategies or explanations (e.g., do you think that always works?)

c (4)

c (3) Sometimes extends or elaborates on children’s ideas, strategies or explanations

c (2)

c (1) Rarely extends or elaborates on children’s ideas, strategies or explanations

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

c (5) Facilitates peer learning and problem-solving throughout activity(ies); asking children to compare solution methods, explain strategies to peers, or discuss ideas

c (4)

c (3) Facilitates some peer-to-peer learning (e.g., superficial “check” of peer’s answer)

c (2)

c (1) Does not facilitate peer-to-peer learning at all (e.g., teacher just repeats the correct answer herself)

**Focus on Second Fidelity Tool**

**COMPLETE AT END OF VISIT/OBSERVATION**

**Global Fidelity Items**

**1. How often are relevant vocabulary (related to the Unit or children’s work on activities) and rich academic language used and clearly defined throughout the observation (e.g., repetition in conversations, explore meaning through multiple modes)?** c (5) Relevant vocabulary and rich academic language are used and clearly defined throughout the observation (*i.e. most or at least 75% of instructional time*)

c (4) (*i.e., at least 50% of instructional time*)

c (3) Relevant vocabulary and rich academic language are sometimes used and clearly defined during the observation (*i.e., occasionally*) c (2) (*i.e., observed at least once, but at most only a few examples*)

c (1) Relevant vocabulary and rich academic language may be used at times during the observation but they are not clearly defined (*i.e., never observe teaching defining relevant vocabulary and rich academic language*)

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

c (5) Literacy opportunities available during each component throughout the observation (*i.e., most or at least 75% of instructional time*) c (4) (*i.e., at least 50% of instructional time*)

c (3) Literacy opportunities sometimes available (*i.e., occasionally*)

c (2) (*i.e., observed at least once, but at most only a few examples*)

c (1) Literacy opportunities not available except during explicit literacy instruction (*i.e., never embedded*)

**3. Mathematics opportunities are embedded throughout the observation (outside of math lessons/activities).** c (5) Math opportunities are available throughout the observation; teachers frequently bring math ideas and language into activities and discussions (*i.e., most or at least 75% of instructional time*)

c (4) (*i.e., at least 50% of instructional time*)

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

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

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

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

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

## Focus on Second Fidelity Tool

### Global Fidelity Items

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

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

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

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

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

c (1) There were many missed learning opportunities. Any extended learning opportunities seemed incomplete.

**8. To what degree is it the classroom culture to discuss, explicitly demonstrate, and show respect and appreciation (e.g., discussions, materials, languages) for diversity?**

- c (5) Great emphasis is placed on diversity (*at least 75% of instructional time*)
- c (4) (*at least 50% of instructional time*)
- c (3) Moderate emphasis is placed on diversity (some visuals; some comments or discussion)
- c (2) (*i.e., at least one – but only a few examples*)
- c (1) No emphasis or little evidence that this teacher emphasizes diversity (no comments; few visuals present)

**9. To what degree are the learning opportunities in this classroom cognitively demanding (i.e., requiring strategic and extended thinking)?**

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

**10. To what extent does this classroom use the paraprofessional teacher or other adult as an instructional resource?** c (5) Para/other adult may lead clean up and classroom management, but much of their role is to be an instructional support (be part of and contributing to the instructional aspects of the class) (*i.e., at least 75% of instructional time*)

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

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## Focus on Second Fidelity Tool

### Global Fidelity Items

**11. Teacher effectively uses strategies for total and equitable student participation (e.g., some examples of total participation techniques are equity sticks, talk protocols such as think, pair, share or matching crayons, strategic seating, etc.).**

- c (5) Teacher facilitates discussion and sharing of ideas in a way that enables her/him to hear the thinking of most students in the class. Teacher “moves” demonstrate an expectation that all students will share their thinking and participate (*i.e. most or at least 75% of instructional time*)
- c (4) (*i.e., at least 50% of instructional time*)
- c (3) Teacher sometimes facilitates discussion and sharing of ideas in a way that enables her/him to hear the thinking of most students in the class (*i.e., occasionally*)
- c (2) (*i.e., observed at least once, but at most only a few examples*)
- c (1) Teacher rarely or never facilitates discussion and sharing of ideas in a way that enables her/him to hear the thinking of most students in the class (*i.e., never facilitates*)

**12. Overall rating of how much this classroom implements the Focus on Second Curriculum with fidelity:** c (5) Exemplary classroom that fully implements all components of the Focus on Second curriculum that were observed and at a high level of quality

- c (4)
- c (3) Evidence that this classroom has made a good-faith effort to implement components of the Focus on Second Curriculum c (2)
- c (1) Few or no tangible signs of the Focus on Second Curriculum in this classroom
- c N/A [NOT USING FOCUS ON SECOND CURRICULUM OR FOCUS ON SECOND NOT OBSERVED]

- 13. Overall rating of how much this classroom implements the Investigations Curriculum with fidelity:** c (5) Exemplary classroom that fully implements all components of Investigations that were observed and at a high level of quality c (4)  
 c (3) Evidence that this classroom has made a good-faith effort to implement components of Investigations  
 c (2)  
 c (1) Few or no tangible signs of Investigations in this classroom  
 c N/A: Does not implement Investigations Curriculum or math not observed  
 c Yes
- 14. Did you see any evidence of social studies/history instruction outside of Text Talk lessons?** c No  
**14b. If yes, what did you see?**

**Focus on Second Fidelity Tool**

**COMPLETE AT END OF VISIT/OBSERVATION**

**Global Fidelity Items - Content**

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

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

- (5) Theme content is mostly abstract (e.g., What makes someone your friend? What is a game?)
- (4)
- (3) Theme content is somewhat concrete (e.g., Animals and habitats, seeds and plants)
- (2)
- (1) Theme content is very concrete (e.g., worms, pumpkins)
- Not applicable; No discernible theme/focal question

**18. How rich is the content delivered on the theme/focal question?**

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

(2)

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

Not applicable; No discernible theme/focal question

**19. How much evidence of the theme/focal question did you see in this classroom's instructional time?**

(5) Theme evident in at least three classroom instructional components (e.g., small groups, studios)

(4)

(3) Theme evident in two classroom components

(2)

(1) Theme not evident in classroom components

Not applicable; No discernible theme/focal question

**20. To what degree did the teacher make connections between activities to deepen children's understanding of the theme/focal question? (5) A**

great deal – teacher consistently made clear reference to the theme within activities and also made connections across several activities (e.g., collecting food in one activity; feeding turtles and documenting observations in another)

(4)

(3) Somewhat – teacher made some references to theme within activities and made at least two connections across activities (2)

(1) Not at all – teacher did not make connections

Not applicable; No discernible theme/focal question

**21. To what degree is there evidence of the theme in classroom materials, including materials within studios and students' work on the walls? (e.g., vocabulary cards, Connection Collection, anchor charts, world map)**

(5) Theme highly evident – related materials/components in at least three areas of the classroom and in students' posted work (4)

(3) Theme evident in at least two areas of the classroom

(2)

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

Not applicable; No discernible theme/focal question

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**Focus on Second Fidelity Tool**

**Global Fidelity Items - Content**

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

**23. When conflicts between children arise, how are they handled?**

Children handle them on their own

Teacher intervention

Combination of the two

Conflict not observed

**24. Are conflicts resolved effectively?**

Yes

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)

**Focus on Second Fidelity Tool**

**Teacher Interview (ASK LEAD TEACHER THESE QUESTIONS AT END OF VISIT 1)**

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

<input type="checkbox"/> Focus on Second	<input type="checkbox"/> Foundations	<input type="checkbox"/> Investigations 3	<input type="checkbox"/> Number Talks	<input type="checkbox"/> "Which one doesn't belong" protocol
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**Q2. What other curricula do you use? (check all that apply)**





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

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

**Focus on Second Fidelity Tool**  
**Teacher Interview**

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

<b>c Teacher</b>	<b>c Science specialist</b>
<b>What curriculum?</b> c Focus on Second c FOSS c Other: _____	<b>What curriculum?</b> c Focus on Second c FOSS c Other: _____

**Q7. Grouping Children:**

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

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

**Q8. How do you plan for lessons, generally? (Check all that apply.)**

<b>For language/literacy:</b> <input type="checkbox"/> Plan collaboratively <input type="checkbox"/> Plan individually <input type="checkbox"/> Other:	<b>For math:</b> <input type="checkbox"/> Plan collaboratively <input type="checkbox"/> Plan individually <input type="checkbox"/> Other:
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**Q9. Do you do the culminating projects?**

Project	Planning to do it/ Doing it	Not planning to do it	Completed it
a) Our Schools Project (Unit 1)	c	c	c
b) Thompson Island Erosion Project (Unit 2)	c	c	c
c) Our Neighborhood Project (Unit 3)	c	c	c
d) Pollinator Project (Unit 4)	c	c	c

**Q10. How do you plan for word study/word work instruction?**

- c I follow the Foundations scope and sequence exactly
- c I mostly use the Foundations scope and sequence, but adjust it some to meet the needs of my students
- c I create my own scope and sequence phonics skills and pull from multiple curriculum sources
- c Other: please describe: \_\_\_\_\_

**Q11. Is the paraprofessional who was here today your assigned para?**

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> No para here today	<input type="checkbox"/> No para assigned to this room
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**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 Second Fidelity Tool**

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

**Q14. Do today's lessons come from a unit, theme, or focal question?**

Yes *[If yes, ask the following:]* No *[If no, ask the following:]*

**15) Please describe the theme(s) or focal question(s):**

**15a) How did you choose the theme(s) or focal question(s)? 15b) Why did you choose that theme(s) or focal question(s)?**

**15c) What activities do you use to explore the theme(s) or focal question(s)?** (Select all that apply, prompt for Other)

**17) Do you ever use themes or focal questions in your classroom?**

\_\_\_ Yes \_\_\_ No *[IF NO, END TEACHER QUESTIONS]* *[If yes, ask the following:]*

**17a) What was the last theme/question in your classroom? 17b) How did you choose themes or focal questions? 17c) Why**

**did you choose that theme(s) or focal question(s)?**

Morning Meeting  Thinking and Feedback  Read Aloud

Studio Activities  Small Groups  Math

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

Other (give examples):

**16) Do you explore the theme(s) or focal question(s) in multiple lessons across the year?** \_\_\_ Yes \_\_\_ No

Morning Meeting

Thinking and Feedback  Reading to Learn/Read Aloud  Other (give examples):

Studio Activities  Small Groups  Math

*[If yes, ask the following:]*

**16a) Where does today's lesson(s) fall in the unit or theme?** \_\_\_ Beginning \_\_\_ Middle \_\_\_ End

**16b) Why do you revisit the theme(s) or focal question(s)?** (Prompt for *repeat concepts or skills; introduce related concepts or skills; and/or more fully explore theme or focal question*)

**18) Do you explore the theme(s) or focal question(s) in multiple lessons across the year?** \_\_\_ Yes \_\_\_ No

*[If yes, ask the following:]*

**18a) Where does 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*)