**Group:** _____   **Date:** _____

# *Fun*ēmics® Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of *Fun*ēmics. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the *Fun*ēmics Teacher's Manual.

### *Fun*ēmics Observation Checklist: What Should I See?
Observe a *Fun*ēmics group and check each item below that is implemented correctly.

## Planning and Setting Up

❒ Setting promotes students' engagement for entire session (location, room arrangement).

❒ Session length is at least 10 minutes or up to 30 minutes.

❒ Students attend 3–5 sessions per week. (See **Funēmics® Instruction** (p. 24) in the *Fun*ēmics Teacher's Manual for specific recommendations.)

❒ Ratio of teachers/adults to students is no greater than 1:6.

## Implementing the Steps *(Observe student response to teacher-presented lesson.)*

❒ Administer a book pre-test individually to every student. Group the students according to ability level. There are benefits to providing a mix of ability levels in each group to ensure positive role modeling of the tasks. Or consider grouping students by ability level to provide lengthier sessions for students who struggle with the concepts and more repetition and practice opportunities.

❒ Complete book lessons.

    ❒ Introduction: Often, the lessons use a simple rhyme or song to introduce the tasks. If so, the teacher says or sings the rhyme or song, and then helps the students learn it by repeating it or by singing along.

    ❒ Modeling: If the skill is introduced in the lesson or is still in the early stages of review, the teacher models the task before asking students to perform.

    ❒ Practice: Students practice doing the tasks as a group. The practice may include verbal responses, large or small motor activity, or the use of an interactive widget.

    ❒ Repetition: Students repeat the tasks collectively or individually until proficient. The tasks are often revisited and built upon in subsequent lessons.

    ❒ Correction: Unless otherwise noted, if a student responds incorrectly, the teacher models the appropriate response. After the student repeats the modeled response, the teacher states the directive again, giving the student another chance to respond. Whether the student responds correctly or incorrectly, the teacher continues by saying, "That was really difficult. Let's do it together now," and then repeats the directive as the entire group responds in unison.

    ❒ Review: Each lesson ends with a formative assessment to evaluate students' understandings of the material covered in the lesson. For more comprehensive or challenging assessments, the teacher may review all of the material on the formative assessment page with each student individually, or use unfamiliar words to review the skills.

    ❒ Extra Practice: As a follow up to the lesson, provide extra practice throughout the day as suggested in the Lesson Overview.

❒ Administer a book post-test individually to every student. Use this data in targeting instruction and to ensure students are mastering the concepts.

## Student Behavior

❐ Students' time on task is high.

❐ Students spend most of the time engaged in the activity, responding in unison to tasks presented.

❐ Students have opportunities to repeat the tasks individually or as a group.

❐ Students have opportunities to manipulate many of the interactive widgets.

❐ Students are attentive and responsive to teacher instruction.

### *Fun*ēmics Follow-Up Questions Checklist: What Should I Ask?
Ask these questions as a follow-up and check each item that is implemented correctly.

## Assessment and Placement

❐ If you are using *Fun*ēmics as a reading intervention program, have you assessed students to determine whether they could benefit from *Fun*ēmics?

Use students' assessment data from DIBELS or another phonemic awareness assessment to determine which students may benefit from reading intervention.

Once identified, have you assessed these students individually using the *Fun*ēmics pre-tests provided in the *Fun*ēmics Teacher's Manual?

❐ If you are using *Fun*ēmics as a tool to teach a preschool or kindergarten phonemic awareness program, have you assessed students individually using the *Fun*ēmics pre-tests provided in the *Fun*ēmics Teacher's Manual?

Use this data to group students appropriately according to ability. There are benefits to providing a mix of ability levels in each group to ensure positive role modeling of the tasks. Or consider grouping students by ability level to provide lengthier sessions for students who struggle with the concepts and more repetition and practice opportunities.

## Implementing the Steps

❐ Are you carefully preparing to present each lesson?

Refer to the *Fun*ēmics Lesson Guides for lesson overview, content, and tips for teaching. The *Fun*ēmics Teacher's Manual provides detailed instructions for how to effectively present each lesson.

## Monitoring and Communicating Student Performance

❐ Have you monitored each student's progress with the formative assessments at the end of each lesson?

If students experience difficulty, repeat the lesson at another sitting, but keep it fun, much like rereading a favorite book. Be sure to stay positive.

❐ Are you monitoring student performance to keep each student challenged?

Make sure students are continually challenged by regularly monitoring each student's performance during each lesson and by reviewing the student's overall progress through the formative assessments and post-tests. Refer to the guidelines in the *Fun*ēmics Teacher's Manual for ways to either adapt the program for students having difficulty or move at a faster pace for stronger students.

❐ Are you communicating student progress to parents/guardians and colleagues?

Use the *Fun*ēmics resources to support communication. Send the Parent Letter home as an introduction to the program. Pre-test score sheets can be sent home before the start of each book; you can then follow up with post-test scores and awards when the books are complete.