

EXHIBIT J

FIDELITY CHECKLIST FOR CONTROL CLASSROOM OBSERVATION

<u>School Name</u>	<u>Teacher Name</u>	<u>Date of Visit</u>	<u>Time Frame of Observation</u>

Classroom Environment and Technical Observations – Control Group

Question	Answer	Further Comments
Number of Students		
Number of Absent Students		
Including teacher's aides, how many teachers are in the classroom?		
Have students with disabilities been accommodated?		
Are all students working on Math learning or is this time being used to supplement class time? (Making up missed exams or regular class work would be an example)	Y/N (Circle one and add notes as needed)	
Is the classroom environment quiet?	Y/N	
Does each student have access to their own computer workstation and/or are they working at their desk?	Y/N	
Does each student have their books?	Y/N	
Do students stay in the class for the whole period? (An example would be leaving for another class or extracurricular activity, an exception would be leaving to use the restroom)	Y/N	
Do the students work on their own or do they tend to ask for or take help from their neighboring classmates?	Y/N	
Further Comment about classroom environment		

Teacher/Student Interactions – Control Group

Criteria	Scale of 1-5, with 1 being least favorable, 5 being exceptional					Comments
Teacher listened to student questions carefully	1	2	3	4	5	
Teacher intervened with students appropriately	1	2	3	4	5	
Students were treated with respect	1	2	3	4	5	
Teacher answered student questions correctly and reasonably	1	2	3	4	5	
Teacher used computer applications (List what was used)	1	2	3	4	5	
Teacher was comfortable answering any computer related student questions	1	2	3	4	5	
Teacher had control of the classroom	1	2	3	4	5	
Students asked questions when necessary	1	2	3	4	5	
Students used examples and tools as needed to learn the content	1	2	3	4	5	

Additional Comments or Concerns	
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Mathematics Content – Control Group

Criteria	Scale of 1-5, with 1 being least favorable, 5 being exceptional					Comments/Notes
Learning Objectives for the class period						
Teacher clearly articulated the objectives for the class period	1	2	3	4	5	
Motivational component to the learning objectives included	1	2	3	4	5	
Teacher used techniques like asking questions to assess the different students' skill in the content	1	2	3	4	5	
Students used learning strategies appropriate for the learning objective	1	2	3	4	5	
Teacher presented different types of learning strategies for students with different interest and/or skills in the classrooms	1	2	3	4	5	
Teacher was able to break larger learning objectives into smaller units	1	2	3	4	5	
Teacher explained the real life applications of the learned content	1	2	3	4	5	
Teacher used examples to explain how the content is applied	1	2	3	4	5	
Other domain related observations	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	

Additional Comments or Concerns	
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FIDELITY CHECKLIST FOR ODYSSEY OBSERVATION

<u>School Name</u>	<u>Teacher Name</u>	<u>Date of Visit</u>	<u>Time Frame of Observation</u>

Classroom Environment and Technical Observations – Odyssey Intervention

Question	Answer	Further Comments
Number of Students		
Number of Absent Students		
Including teacher's aides, how many teachers are in the classroom?		
Have students with disabilities been accommodated?	Y/N (ass notes here if necessary)	
Are all students working on Odyssey Math® or is this time being used to supplement class time? (Making up missed exams or regular class work would be an example)	Y/N	
Is the classroom environment quiet?	Y/N	
Does each student have access to their own computer workstation?	Y/N	
Are all computers in proper working order (are they usable throughout the class period, batteries stay charged on mobile workstations, etc.)	Y/N	
Does each student have working headphones?	Y/N	
Do students stay in the class for the whole period? (An example would be leaving for another class or extracurricular activity, an exception would be leaving to use the restroom)	Y/N	
Do the students work on their own or do they tend to ask for or take help from their neighboring classmates?	Y/N	
Further Comment about classroom environment		

Teacher/Student Interactions - Odyssey Intervention

Criteria	Scale of 1-5, with 1 being least favorable, 5 being exceptional				Comments
Teacher listened to student questions carefully	1 5	2	3	4	
Teacher intervened with students appropriately	1 5	2	3	4	
Students were treated with respect	1 5	2	3	4	
Teacher answered student questions regarding Odyssey Math® correctly and reasonably	1 5	2	3	4	
Teacher was comfortable with using the computer	1 5	2	3	4	
Teacher was comfortable answering any computer related student questions	1 5	2	3	4	
Teacher had control of the classroom	1 5	2	3	4	
Teacher followed all Odyssey Math® guidelines as presented during training	1 5	2	3	4	
Students were comfortable using the Odyssey Math® program	1 5	2	3	4	
Students asked questions when necessary	1 5	2	3	4	
Students were excited to be doing Odyssey Math®	1 5	2	3	4	
Students only worked on Odyssey Math® while using the computer workstations	1 5	2	3	4	
Students were encouraged to use all of the tools incorporated into Odyssey Math® to enhance the learning experience	1 5	2	3	4	

Additional Comments or Concerns	
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Criteria	Scale of 1-5, with 1 being least favorable, 5 being exceptional	Comments/Notes
Learning Objectives for the class period		
Teacher clearly articulated the objectives for the class period	1 2 3 4 5	
Motivational component to the learning objectives included	1 2 3 4 5	
Teacher used techniques like asking questions to assess the different students' skill in the content	1 2 3 4 5	
Students used learning strategies appropriate for the learning objective	1 2 3 4 5	
Teacher presented different types of learning strategies for students with different interest and/or skills in the classrooms	1 2 3 4 5	
Teacher was able to break larger learning objectives into smaller units	1 2 3 4 5	
Teacher explained the real life applications of the learned content	1 2 3 4 5	
Teacher used examples to explain how the content is applied	1 2 3 4 5	
Other domain related observations	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	

Additional Comments or Concerns	
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