

1. *Task Analysis for POW*

- 1. Develop background knowledge about writing
- 2. Discuss the POW strategy
  - a. Discuss P (pick a topic)
  - b. Discuss O (organize my thoughts)
  - c. Discuss W (write and say more)
- 3. Model the POW strategy
  - a. Model P (pick a topic)
  - b. Model O (organize my thoughts)
  - c. Model W (write and say more)
- 4. Promote memorization of POW
- 5. Support students in using POW
- 6. Encourage independent pra



Time: 000 : 00 : 00 : 00

Description:

Now that they have developed a task analysis for the POW writing strategy, the implementation team is ready to create a fidelity measure.

Notes: \_\_\_\_\_

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2. *Methods of Data Collection*

Methods of Data Collection	Sources of Data
Observation	Peer coach
	Lead teacher
	Principal
Self-Report	Teacher

Time: 000 : 00 : 00 : 00

Description:

They begin by selecting their methods of data collection as well as the individuals who will supply that data.

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3.



Time: 000 : 00 : 00 : 00

Description:

They choose to collect observational data

Notes: \_\_\_\_\_

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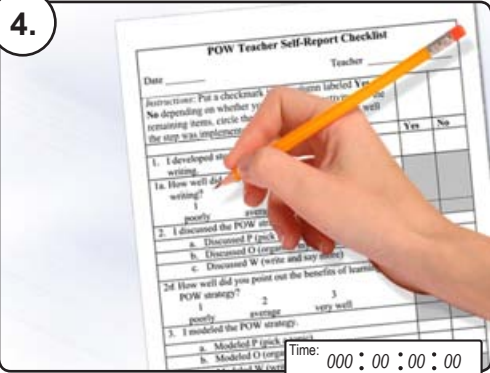
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4.



Time: 000 : 00 : 00 : 00

Description:

and teacher self-reports of fidelity.

Notes: \_\_\_\_\_

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5. *Task Analysis for POW*

- 1. Develop background knowledge about writing
- 2. Discuss the POW strategy
  - a. Discuss P (pick a topic)
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  - c. Discuss W (write and say more)
- 3. Model the POW strategy
  - a. Model P (pick a topic)
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  - c. Model W (write and say more)
- 4. Promote memorization of POW
- 5. Support students in using POW
- 6. Encourage independent pra

Time: 000 : 00 : 00 : 00

Description:

Beginning with the observational measure, the team examines the items on the task analysis.

Although these items seem to include all of the essential steps and are a good start for an observational measure of fidelity,

Notes: \_\_\_\_\_

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6.

P = Pick an idea  
O = organize thoughts  
W = write and say more

Time: 000 : 00 : 00 : 00

Description:  
the team would like to add some items on quality to address how well each teacher is implementing the steps.

Notes: \_\_\_\_\_  
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7.

Self-Regulated Strategy Development

- Develop Background Knowledge
- Discuss the Strategy
- Model it
- Promote it
- Support the Students
- Encourage Independent Practice

Time: 000 : 00 : 00 : 00

Description:  
They review their materials on SRSD for ideas about how to assess the quality of implementation

Notes: \_\_\_\_\_  
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8.

Strategy	Skill	Knowledge	Practice
Pick an idea (opinion)	Formulates an opinion and state that opinion clearly		
Organize notes/thoughts	Fill in the graphic organizer		
Write and say more	Write a complete paragraph; follow notes in a graphic organizer		

Time: 000 : 00 : 00 : 00

Description:  
of the POW writing strategy.

Notes: \_\_\_\_\_  
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9.

POW Observation Checklist

Date \_\_\_\_\_ Teacher \_\_\_\_\_ Observer \_\_\_\_\_

Instruction: Put a checkmark in the column labeled Yes or No depending on whether you observed the activity.

	Yes	No
1. Teacher develops students' background knowledge about writing.		
2. Teacher discusses the POW strategy. <ul style="list-style-type: none"> <li>a. Discusses P (pick a topic)</li> <li>b. Discusses O (organize my thoughts)</li> <li>c. Discusses W (write and say more)</li> </ul>		
3. Teacher models the POW strategy. <ul style="list-style-type: none"> <li>a. Models P (pick a topic)</li> <li>b. Models O (organize my thoughts)</li> <li>c. Models W (write and say more)</li> </ul>		
4. Teacher promotes memorization of POW.		
5. Teacher supports the students in utilizing POW.		
6. Teacher encourages independent practice of POW.		

Time: 000 : 00 : 00 : 00

Description:  
Using this information,

Notes: \_\_\_\_\_  
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10.

POW Observation Checklist

Date \_\_\_\_\_ Teacher \_\_\_\_\_ Observer \_\_\_\_\_

How well did the teacher assess students' knowledge about writing?

How well did the teacher point out the benefits of learning the POW strategy?

How well did the teacher explain the reasons for each step of POW?

How well did the teacher provide corrective feedback to the students?

	Yes	No
1. Teacher develops students' background knowledge about writing.		
2. Teacher discusses the POW strategy. <ul style="list-style-type: none"> <li>a. Discusses P (pick a topic)</li> <li>b. Discusses O (organize my thoughts)</li> <li>c. Discusses W (write and say more)</li> </ul>		
3. Teacher models the POW strategy. <ul style="list-style-type: none"> <li>a. Models P (pick a topic)</li> <li>b. Models O (organize my thoughts)</li> <li>c. Models W (write and say more)</li> </ul>		
4. Teacher promotes memorization of POW.		
5. Teacher supports the students in utilizing POW.		
6. Teacher encourages independent practice of POW.		

Time: 000 : 00 : 00 : 00

Description:  
they add several items related to the quality of implementation.

Notes: \_\_\_\_\_  
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11.

POW Observation Checklist

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_

Instructions: Put a checkmark in the column labeled Yes or No depending on whether you observed the activity. For the remaining items, circle the number that indicates how well the step was implemented.

	1	2	3	Yes	No
1. Teacher develops students' background knowledge about writing.	poorly	average	very well		
1a. How well did the teacher assess students' knowledge about writing?	1	2	3		
2. Teacher discusses the POW strategy.					
a. Discusses P (pick a topic)					
b. Discusses O (organize my thoughts)					
c. Discusses W (write and say more)					
2a. How well did the teacher point out the benefits of learning the POW strategy?	1	2	3		
3. Teacher models the POW strategy.					
a. Models P (pick a topic)					
b. Models O (organize my thoughts)					
c. Models W (write and say more)					
3a. How well did the teacher explain the reasons for each step of POW?	1	2	3		
4. Teacher promotes memorization of POW.					
5. Teacher supports the students in utilizing POW.					
5a. How well did the teacher provide corrective feedback to the students?	1	2	3		
6. Teacher encourages independent practice of POW.					

Time: 000 : 00 : 00 : 00

Description:

The team then decides that a three-point scale is sufficient to rate fidelity.

Notes: \_\_\_\_\_

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12.

POW Observation Checklist

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_

Instructions: Put a checkmark in the column labeled Yes or No depending on whether you observed the activity. For the remaining items, circle the number that indicates how well the step was implemented.

	1	2	3	Yes	No
2. Teacher discusses the POW strategy.					
a. Discusses P (pick a topic)					
b. Discusses O (organize my thoughts)					
c. Discusses W (write and say more)					
2a. How well did the teacher point out the benefits of learning the POW strategy?	1	2	3		
3. Teacher models the POW strategy.					
a. Models P (pick a topic)					
b. Models O (organize my thoughts)					
c. Models W (write and say more)					
3a. How well did the teacher explain the reasons for each step of POW?	1	2	3		
4. Teacher promotes memorization of POW.					
5. Teacher supports the students in utilizing POW.					
5a. How well did the teacher provide corrective feedback to the students?	1	2	3		
6. Teacher encourages independent practice of POW.					

Time: 000 : 00 : 00 : 00

Description:

These new items are then incorporated into the existing observation checklist.

Notes: \_\_\_\_\_

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13.

POW Observation Checklist

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_

Instructions: Put a checkmark in the column labeled Yes or No depending on whether you observed the activity. For the remaining items, circle the number that indicates how well the step was implemented.

	1	2	3	Yes	No
2. Teacher discusses the POW strategy.					
a. Discusses P (pick a topic)					
b. Discusses O (organize my thoughts)					
c. Discusses W (write and say more)					
2a. How well did the teacher point out the benefits of learning the POW strategy?	1	2	3		
3. Teacher models the POW strategy.					
a. Models P (pick a topic)					
b. Models O (organize my thoughts)					
c. Models W (write and say more)					
3a. How well did the teacher explain the reasons for each step of POW?	1	2	3		
4. Teacher promotes memorization of POW.					
5. Teacher supports the students in utilizing POW.					
5a. How well did the teacher provide corrective feedback to the students?	1	2	3		
6. Teacher encourages independent practice of POW.					

Time: 000 : 00 : 00 : 00

Description:

Notes: \_\_\_\_\_

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14.

POW Teacher Self-Report Checklist

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Instructions: Put a checkmark in the column labeled Yes or No depending on whether you observed the activity. For the remaining items, circle the number that indicates how well the step was implemented.

	Yes	No
1. Teacher develops students' background knowledge about writing.		
1a. How well did the teacher assess students' knowledge about writing?		
2. I discussed the POW strategy.		
a. Discussed P (pick a topic)		
b. Discussed O (organize my thoughts)		
c. Discussed W (write and say more)		

Time: 000 : 00 : 00 : 00

Description:

The team members also want to create a teacher self-report checklist. They find that with a little re-writing,

Notes: \_\_\_\_\_

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15.

POW Teacher Self-Report Checklist

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Instructions: Put a checkmark in the column labeled Yes or No depending on whether you observed the activity. For the remaining items, circle the number that indicates how well the step was implemented.

	1	2	3	Yes	No
1. I developed students' background knowledge about writing.					
1a. How well did you assess students' knowledge about writing?	1	2	3		
2. I discussed the POW strategy.					
a. Discussed P (pick a topic)					
b. Discussed O (organize my thoughts)					
c. Discussed W (write and say more)					
2a. How well did you point out the benefits of learning the POW strategy?	1	2	3		

Time: 000 : 00 : 00 : 00

Description:

the observation checklist is easily transformed into a self-report checklist.

Notes: \_\_\_\_\_

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