Pure Edge Fidelity Observation Form Introduction and Guidelines

Pure Edge’s fidelity effort is at the heart of our commitment to make all our programs the best they can be. Program fidelity helps us know how our programs are being implemented and enables their refining based on what is actually happening in classrooms. The goal of this document is to provide a framework and set of guidelines for our Fidelity Observation Form (FOF) which was initially developed for our flagship program, Pure Power.

Pure Edge fidelity efforts are guided by the CORE process for measuring fidelity of implementation (Feagans-Gould, Dariotis, Greenberg and Mendelson, 2014). The CORE process entails four steps:

1. Conceptualize Core Components
2. Operationalize & Measure
3. Run Analyses & Report/Review Findings
4. Enhance & Refine

We incorporated the CORE process and fidelity form development into a curriculum revision cycle. Our FOF is based on an observation form created by Hagins and Rundle (2016). We clarified Pure Power’s core components (Step 1), operationalized them (Step 2), and then incorporated them into a refined version of the Hagins and Rundle observation form. The FOF shared in Appendix A and on our website reflects this process as well as Pure Power’s core components. It is capable of measuring the fidelity of any Pure Power lesson.

This document orients users to the Pure Edge FOF by providing an overview and set of guidelines to facilitate its valid and reliable use during classroom observations. The appendices that follow include the FOF (Appendix A) and a support document (Appendix B) that offers operational definitions and notes about each FOF item.

Fidelity Observation Form (FOF) Overview

It is important to measure fidelity of implementation but its operationalization is difficult.  
(Kisa and Correnti, 2015, p. 439)

The FOF (Appendix A) is designed to focus on two overarching aspects of program fidelity, Structure and Process (Feagans-Gould et. Al., 2015). Page one of the form documents where the class is being taught and what is being taught in it, we refer to this structural fidelity. Page two of the form documents how the class is taught, we refer to this as process fidelity.

Structural Fidelity (Page 1)

Structural Fidelity, or what is being taught, includes the physical and curricular elements of the program that students experience in a class. Structural Fidelity on the FOF includes four sections that examine the visual and behavioral support elements of the lesson, the physical classroom environment, the lesson being taught, the amount of time allocated to each part of the lesson and the number of times students are prompted to draw their attention to their breath or be mindful. A short description of each of these sections follows. For operational definitions and item notes see the support document in Appendix B.

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1 Pure Power is a stand-alone health and wellness course designed to be delivered to students in 30 minutes sessions twice per week. To learn more visit www.pureedgeinc.org/curriculum
Section 1: Routines and Procedures. The Routines and Procedures section of the FOF documents classroom operations, seeks evidence of preparation for class and asks about enter and exit routines. Displayed visual agendas and learning objectives are signs of instructor preparation and accepted as good teaching practices (Dean, Ross, Pittler & Stone, 2012). Enter and exit routines are critical to making transitions into and from the learning space. The entrance routine should lead to students being at their personal learning space or mat ready to engage in the lesson of the day. The exit routine should support students leaving Pure Power ready to fully engage their next learning activity.

Section 2: Environment. This Environment section of the FOF focuses on whether the space is conducive to Pure Power’s teaching and learning activities. While it is flexible enough to deliver in classrooms, gymnasiums, libraries, courtyards and even outside, the teaching and learning space must be one that supports engagement in the class and not one fraught with distractions. Ideally the space is orderly, comfortable and minimizes environmental distractions such as noise, odors, or heavy traffic.

Section 3: Content Fidelity. The Content Fidelity section of the FOF examines whether the lesson being taught is drawn from the Pure Power curriculum. It seeks observable evidence that students experience a class session or lesson from our curriculum. The items in this section seek an introduction to the lesson of the day, how it connects to previous lessons and the degree to which the movement sequence and content were taught as written in the session plan.

Section 4: Time Allocation & Breath/Mindfulness Tracking. Time Allocation and Breath/Mindfulness Tracking collects the number of class minutes allocated to breath, movement, rest and instructional content by documenting the start and stop time of each. It also tracks instances where instructors prompt class attention toward breath and mindfulness. Time allocation can be challenging to document as elements of the class often have unclear transitions, toggle back and forth or are woven together. Pure Edge has implemented decision rules to govern time allocation in unclear situations such as when content instruction (e.g. mindful listening) is woven into the movement portion of a lesson. Those rules are detailed in Appendix B.

The FOF includes breath and mindfulness tickers to document the first fifteen instances where instructors cue the class toward breath or movement. Tracking breath and mindfulness cues allows us to document and report on two of our core components but both are challenging to operationally define. Breath cues can be oral as in “breathe in” or “exhale” or visual such as a raising of hands or expansion of a breathing ball. Mindfulness cues can be even more vague, particularly because they may be unique to each student and when a mindfulness cue is followed, it may have no externally observable features. We key in on signal words or phrases such as “notice” or invitations to awareness of thoughts, sensations or feelings.

Process Fidelity (Page 2)

Process fidelity encompasses how students experience the lesson. It documents the way instructors interact with students, the way the lesson is delivered, whether breath and movement are connected throughout the session and whether the instructor speaks, dresses and acts in a manner fit for their school context. A short description of each Process Fidelity item follows. For operational definitions and item notes see the support document in Appendix B.

Item 1: Relationship. This item documents the degree to which the instructor’s words and actions express openness to students. Key aspects of this indicator include engagement with students and attunement to how students are doing as they enter and throughout the class.
Item 2: Management. This item documents the degree to which the instructor demonstrates competence in classroom management. *Pure Power* calls for behaviors which are atypical in classroom settings such as movement in concert or group dialogue. These activities, when not effectively managed by a leader, can lead a classroom into disorder and undermine the student experience.

Item 3: Teaching Strategies. This item documents the degree to which instructors tailor their instruction to the group of students in each class. Instruction should reflect the developmental needs and learning styles of the students in the classroom. For example, a kindergarten class might make use of a song to teach a lesson, while a middle school class might have time for independent learning built in.

Item 4: Preparedness. This item documents the degree to which the instructor appears to know the lesson of the day. This includes the way she/he discusses the material, responds to student questions or draws on supports to improve engagement in or comprehension of the lesson. This indicator spans the content, breathe, move and rest portions of the class.

Item 5: Posture Instruction. This item documents the teaching of the postures or movement portion of the class. Many of the postures and/or sequences are complex. Maximized outcomes and participant safety during movement call for clear instructions and attention to detail of body placement. Instructor and student modeling of proper form can support quality instruction.

Item 6: Breath/Movement Connection. This item documents one of our core components as it focuses on the degree to which the instructor draws attention to and facilitates the connection between breath and movement throughout the lesson. We believe *Pure Power* and other programs like it offer benefits such as improved self-regulation and attentional capacity that are rooted in students developing a conscious awareness of the connection between breath and movement. This item aims to document the degree to which the instructor cues breath and movement synchronicity and conscious awareness throughout the length of class while the breath counter (Item 4.5) focuses on the number of times breath awareness is prompted.

Item 7: Appropriateness. This item documents the degree to which the instructor dresses, speaks and acts in ways that are appropriate within their teaching context. Though *Pure Power* draws upon yoga-based exercises it is not a yoga program and should not be referred as such. Additionally, instructors should not display or draw upon artifacts associated with yoga culture. This item also includes a focus on the inclusion of or unnecessary elaboration on topics that detract from lesson delivery. While “rabbit trails” in class are often the product of responding to student questions, effective responses are succinct, keep the lesson on topic, appropriate for the classroom setting, and avoid prioritizing personal experience over curricular content.

Item 8: Engagement. This item documents the degree to which students are participating in the class. Active participation “looks” different as class activities change. Sometimes engagement is easily observable such as during movement activities, while at other times it is less observable such as during rest when sleeping students resemble those in active rest. This item asks the observer for a general impression of the class as a whole, not a calculation.

Items nine and ten are coaching items to reference when working with individual instructors. Number nine asks “what worked” which provides an opportunity to document success or high points during the observation and number ten, “to consider,” provides the observer an opportunity to note suggestions.
Working with the Fidelity Observation Form (FOF)

Observation purpose
The FOF is designed to measure the fidelity of Pure Power implementation and student experience. We share it here in the interest of promoting program quality and research rigor, not as an instructor performance tool.

FOF structure
The FOF includes 55 items designed to document the features of a Pure Power class. The form can be administered as a paper document or in electronic formats. These guidelines align to the paper format included in Appendix A and on the Pure Edge website.

The FOF is designed as a two page document divided into sections. Sections are numbered sequentially with individual items numbered within each section. This structure supports referencing items using the first letter of each section and item numbers such that item five of section one, Routines and Procedures, would be referenced as item R5 which prompts observers to look for exit routines.

FOF is designed to be reported on multiple levels. The psychometric properties of reporting at various levels are beyond the scope of this document, they are addressed in our white paper on fidelity which can be accessed on our website.

Fidelity scoring
Fidelity scores from FOF observations are reported at the structure fidelity, time allocation and process fidelity levels. FOF scoring as well as instrument reliability and validity are explored more deeply in our white paper on fidelity which can be accessed on our website.

Response sets
There are three different response types on the form: fill in the blank, multiple choice and a counter. Most sections contain multiple choice or Likert scale responses. Those that are not multiple choice include the notes and time allocation fields which are fill in the blank and the counters which track the first fifteen breath and mindfulness cues of each class.

Observation frequency
The Pure Edge program team has set a target to observe each Pure Power instructor a minimum of once per month with more frequent observations in cases where additional support or accountability are called for.

The two appendices that follow are the FOF and its support document, which mirrors the design of the protocol except it holds notes instead of data collection fields. There is much left to know about the mindfulness and social emotional development work in which we as a field are engaged. Our hope in sharing these documents is that they contribute to the available resources within the field sparking fruitful discussion and progress.
References


## Appendix A - Fidelity Observation Form

### Overall Purpose

- **Student Count:**
  - **Class:**
  - **Time:**

- **Overall Class Time Period:**
  - **Start Time:**
  - **End Time:**

- **Number of Mixed / Male / Female Students:**

- **Grade Level:**

- **Instructor:**

- **Observer:**

- **School:**

### 1. Routine

- **Procedures and Routines:**
  - **Artistic and Closing Routines:**
    - Students have been established.

### 2. Environment

- **5. Environment and Physical Environment:**
- **6. Environment and Accessible Classroom:**
- **7. Environment and Accessible Classroom:**

### 3. Content Fidelity Notes

- **Lesson Objectives:**
  - Introduced and Included in the Lesson.
  - May or may not be discussed with students.
  - Not necessary.

### 4. Time Allocation

- **Classroom:**
  - 5 min.
  - 10 min.

### 5. Fidelity Focus: Does the Activity Occur

<table>
<thead>
<tr>
<th>Total Time:</th>
<th>Teaching Focus:</th>
<th>Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>n/a</td>
<td>10 min.</td>
</tr>
</tbody>
</table>

### 6. Midmonthness Mark box each time students are prompted to focus on teaching

<table>
<thead>
<tr>
<th>Midmonthness</th>
<th>Total Time:</th>
<th>Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>n/a</td>
<td>10 min.</td>
</tr>
</tbody>
</table>

### 7. Breakthrough

- **During the Positive and Negative Position of the Class:**
  - Students instructed in program content.
  - Students instructed in rest.
  - Students instructed in position.

### 8. Tracking

<table>
<thead>
<tr>
<th>Midmonthness</th>
<th>Breakthrough</th>
<th>Total Time:</th>
<th>Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>n/a</td>
<td>10 min.</td>
<td>10 min.</td>
</tr>
</tbody>
</table>

### Notes

- **Session Review:**
  - Use notes to enhance instruction.
  -artistic and inclusive.

### Additional Notes

- **Lesson Objectives:**
  - Introduced in the lesson.
  - May or may not be discussed with students.
  - Not necessary.

### Observations

- **Classroom:**
  - Arranged in an orderly fashion.
  - Relevant materials well organized.

### Observations

- **Observation:**
  - Students instructed in program content.
  - Students instructed in rest.
  - Students instructed in position.

### Observation

- **Midmonthness:**
  - Mark box each time students are prompted to focus on teaching.
  - Breakthrough: During the Positive and Negative Position of the Class.
  - Tracking: Midmonthness.

### Additional Observations

- **Session Review:**
  - Use notes to enhance instruction.
  - Artistic and inclusive.

### Additional Observations

- **Observation:**
  - Students instructed in program content.
  - Students instructed in rest.
  - Students instructed in position.

### Additional Observations

- **Midmonthness:**
  - Mark box each time students are prompted to focus on teaching.
  - Breakthrough: During the Positive and Negative Position of the Class.
  - Tracking: Midmonthness.
<table>
<thead>
<tr>
<th>Process Fidelity</th>
<th>SD</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructor models human compassion by treating the students as others would want to be treated (e.g., Goldstein).</td>
<td>SD</td>
<td>N</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>2. Instructor maintains classroom order, redirects negative behavior, and reinforces on-task behavior as needed.</td>
<td>SD</td>
<td>N</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>3. Instructor introduces topics in an age-appropriate manner; leads discussion effectively; engages students via question and response; and uses a variety of teaching strategies and classroom resources to meet needs of all learners.</td>
<td>SD</td>
<td>N</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>4. Instructor demonstrates preparedness for the lesson: Appears fluent in the lesson plan, for the day, is prepared to support student understanding, and is able to answer questions on the lesson.</td>
<td>SD</td>
<td>N</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>5. Instructor teaches postures clearly, using body language and student demonstration, and offers modifications as needed. Does not use physical touch to instruct students in postures.</td>
<td>SD</td>
<td>N</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>6. Instructor draws attention to the physical and movement connection throughout the class including transitions between poses, while holding poses and transitioning into rest.</td>
<td>SD</td>
<td>N</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>7. Instructor avoids inappropriate behaviors such as verbal use of sarcasm or use ofサンキ definately or discipline verbal def</td>
<td>SD</td>
<td>N</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>8. % (mark at right) of students are engaged in class activities (e.g., body posture/movement/attentional focus</td>
<td>SD</td>
<td>N</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>9. What worked well:</td>
<td>SD</td>
<td>N</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>10. To consider:</td>
<td>SD</td>
<td>N</td>
<td>A</td>
<td>SA</td>
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Notes:
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Start the lesson</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Introduce the objective from the curriculum</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Focus on the essential question</td>
<td></td>
</tr>
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<td>Focus on the essential question</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Visual outline displayed with focus clearly stated to students</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Visual outline can take any form (e.g., projected on board, easily)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Observation Operational Definitions/Notes</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Observation Fidelity Observation Form: Support Document</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Lesson Content Objectives from Curriculum</td>
<td></td>
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<td>10.</td>
<td>Focus on the essential question</td>
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<tr>
<td>11.</td>
<td>Visual outline displayed with focus clearly stated to students</td>
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<td>12.</td>
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<td>16.</td>
<td>Focus on the essential question</td>
<td></td>
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<tr>
<td>17.</td>
<td>Visual outline displayed with focus clearly stated to students</td>
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<td>18.</td>
<td>Visual outline can take any form (e.g., projected on board, easily)</td>
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</table>

**Appendix B - FOE Support Document**
### Appendix B – FOF Support Document

<table>
<thead>
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<th>SD</th>
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<th>SA</th>
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<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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#### Process Red Flag: Use the SD to 5A scale (right) to indicate the degree to which you agree with the following statements.

- **Strongly agree** (SA)
- **Agree** (A)
- **Neither agree nor disagree** (N)
- **Disagree** (D)
- **Strongly disagree** (SD)

Observation of indicators "NA" and an explanation of why this element of process red flag is not applicable (NA).

A note on Process Red Flag - Use the notes sections under each element to include reasoning behind scoring, document noteworthy aspects of the observation.

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1. **Instructional methods provide variety, use both direct instruction and student demonstration, and offer modifications as needed. Does not use physical.**
   - **Strengths:** Appropriate for lesson.
   - **Weaknesses:** All materials used for the lesson are clear and appropriate for the student's age and level of understanding.

2. **Instructional methods facilitate student engagement and encourage active participation.**
   - **Strengths:** Engaging and interactive.
   - **Weaknesses:** Focus is too much on teacher-led activities, not enough on student-led activities.

3. **Instructional methods incorporate student feedback and adjust accordingly.**
   - **Strengths:** Fluid and adaptive.
   - **Weaknesses:** Limited feedback mechanisms, student input is not utilized effectively.

4. **Instructional methods provide a comprehensive understanding of the lesson.**
   - **Strengths:** Clear and comprehensive.
   - **Weaknesses:** Assumes prior knowledge, new students may struggle.

5. **Instructional methods facilitate the transition between activities.**
   - **Strengths:** Smooth and efficient.
   - **Weaknesses:** Abrupt transitions, time management is an issue.

6. **Mindfulness (Mark a box each time students are prompted to focus on their breath).**
   - **Strengths:** Encourages focus and concentration.
   - **Weaknesses:** Students struggle to maintain focus.

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**Note:**
- The lesson focuses on a specific theme, and students are prompted to think about and discuss their experiences related to the theme.
- The lesson includes hands-on activities, group discussions, and individual reflections.
- The lesson is well-structured, with clear objectives and outcomes.
- The lesson is inclusive, catering to diverse learning styles.

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For complete lesson plans and support materials, please refer to the FOF Support Document.
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Value</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>0 - 25</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>25 - 75</td>
<td>A</td>
<td>S</td>
</tr>
<tr>
<td>75 - 100</td>
<td>A</td>
<td>S</td>
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</tbody>
</table>

*Instructor draws attention to the breath and movement connection throughout the class, including transitions between poses while holding poses.*

7. Incomplete/Improper breath and movement during flow, inappropriate dialogue, and/or inadequate verbal instruction regarding personal alignment issues and techniques.