**Classroom Observation Checklist**

**B2**

\*1. Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*2. District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*3. School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*4. Grade Level *(select all that apply)*:

Kindergarten Grade 1 Grade 2 Grade 3 Grade 4

Grade 5 Grade 6 Grade 7 Grade 8

\*5. Classroom *(select one)*: 1 General Ed 2 Special Ed

\*6. Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*7. Observer Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Indicate whether the teacher exhibited each of the following behaviors. If there was no opportunity to observe a behavior, select N/A (Not Applicable).*

|  |
| --- |
| **I. Explicit Instruction** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Implementation** | | | |  |
|  | **No** | **Some-what** | **Yes** | **N/A** | **Evidence** |
| **A. Lesson Opening** | | | | | |
| 1. Teacher states the goal of the lesson. | 1 | 2 | 3 | 4 |  |
| 2. Teacher explains the relevance of the target skill/goal. (Why, When, Where) | 1 | 2 | 3 | 4 |  |
| 3. Teacher reviews critical prerequisite skills. | 1 | 2 | 3 | 4 |  |
| **B. Lesson Body** | | | | | |
| **MODEL - I DO**  1. Teacher demonstrates and describes the skill. | 1 | 2 | 3 | 4 |  |
| **GUIDED PRACTICE - WE DO**  2. Teacher uses prompts (physical, verbal, visual) | 1 | 2 | 3 | 4 |  |
| **GUIDED PRACTICE - WE DO**  3. Teacher uses scaffolding at the appropriate level(s)   * Tells what to do * Asks what to do * Reminds what to do | 1 | 2 | 3 | 4 |  |
| **UNPROMPTED PRACTICE - YOU DO**  4. Teacher directs students to practice the skill independently. (Students practice) | 1 | 2 | 3 | 4 |  |
| **C. Lesson Closing** | | | | | |
| 1. Teacher reviews critical content. | 1 | 2 | 3 | 4 |  |
| 2. Teacher previews content of the next lesson. | 1 | 2 | 3 | 4 |  |
| 3. Teacher assigns independent work. | 1 | 2 | 3 | 4 |  |
| **D. Throughout the Lesson** | | | | | |
| 1. Teacher provides multiple opportunities for student responses (verbal, written, action). | 1 | 2 | 3 | 4 |  |
| 2. Teacher monitors student performance (Eyes and ears on students). | 1 | 2 | 3 | 4 |  |
| 3. Teacher provides feedback that is:   * timely * specific | 1 | 2 | 3 | 4 |  |
| 4. Teacher provides correction that is:   * immediate * the appropriate type * specific * focused on the correct response * delivered with appropriate tone * ends with student giving correct response | 1 | 2 | 3 | 4 |  |

|  |
| --- |
| **II. Literacy** |

*Note: The literacy observation section is optional for SPDG coaches who are observing teachers.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Implementation** | | | |  |
|  | **No** | **Some-what** | **Yes** | **N/A** | **Evidence** |
| **A. Phonological Awareness** | | | | | |
| 1. Teacher uses phonological awareness activities appropriate for student grade/ability. | 1 | 2 | 3 | 4 |  |
| **B. Phonics** | | | | | |
| 1. Teacher uses blending strategies appropriate for student grade/ability. | 1 | 2 | 3 | 4 |  |
| 2. Teacher structures phonics activities from simple to complex. | 1 | 2 | 3 | 4 |  |
| **C. Fluency** | | | | | |
| 1. Teacher provides instruction on specific aspect of fluency (ex: intonation, phrasing, rate). | 1 | 2 | 3 | 4 |  |
| 2. Teacher incorporates time to practice fluency using appropriate strategies (ex: repeated oral reading, assisted reading). | 1 | 2 | 3 | 4 |  |
| **D. Vocabulary** | | | | | |
| 1. Specific Word Instruction: Teacher provides student friendly definition, examples and nonexamples, and opportunities to apply words in text and discussion. | 1 | 2 | 3 | 4 |  |
| 2. Word Learning Strategies: Teacher models and provides practice on the use of context, word parts, and morphemic units to read unknown words, and opportunities to apply strategies to new text. | 1 | 2 | 3 | 4 |  |
| 3. Word Consciousness: Teacher provides opportunities for word play and word awareness. | 1 | 2 | 3 | 4 |  |
| **E. Comprehension** | | | | | |
| 1. Teacher provides direct explanation of key comprehension terms. | 1 | 2 | 3 | 4 |  |
| 2. Teacher models metacognitive control (i.e. self-monitoring and self-correcting) and provides opportunities for students to practice. | 1 | 2 | 3 | 4 |  |
| 3. Teacher provides opportunities for students to respond to the text they read (verbally, in writing, or other method). | 1 | 2 | 3 | 4 |  |