Reading Research to Classroom Practice Observation Tool for Classroom Teacher

Teacher(s):	School:	Preconference Date:
Observation Date:	Year teacher completed RRtCP:	Observation Number: ☐ 1 ☐ 2 ☐ 3
Time:	Observer:	Grade Level(s):
Content or Program or Strategy (Ex. Fundations) :	Level (if applicable):	Class Period:
# students in group:	# Model Lesson Completed (if applicable):	Co-Taught Lesson: ☐ Yes ☐ No
Sum of observed items (a):	Number of observed items (b):	Average Score: (Sum of observed items divided by the number of observed items a/b)

The teacher has completed the following course(s): Check all that apply.

☐ Co-Teaching-Going Beyond Basics   ☐ RRtCP   ☐ Trained in Program/Strategy by a certified instructor, if applicable

- The observation should last through the entire lesson.
- Teacher and student behaviors *MAY* be noted in the two right-hand columns of the form below. These notations will inform coaching support.
- All items will not be observed within one classroom visit.
- If completing the form as an NC SIP site for fidelity data collection, the observer using the tool should have completed the All Leaders: RRtCP Overview and/or completed Level 1 of RRtCP.
- While observing the teacher, do not coach the teacher during the observation. However, this information can be used for coaching after the observation is complete.
- **SCALE - RATING 0 =** Skill not demonstrated/Missed opportunity; **Rating 1 =** Improperly implemented; **Rating 2 =** Somewhat properly implemented; **Rating 3 =** Appropriately Implemented. Leave the rating **BLANK** if the skill was NOT APPLICABLE to the observation. **Indicate scale score in the left-hand column of the form below.**

Rating	Teacher Behaviors	Student Behaviors
Introduction Unit Overview and Purpose and Unit 1 Statistics and Science to Learning to Read and Spell (Applicable to all lessons.)		
Use of Evidence Based Program /Strategy/Routine Name and Level of Program/Strategy:_____ ☐ Check box if teacher has been trained in Program/Strategy/Routine Listed above. Not to impact score.		
Students are taught to use instructional routines for development of strategic independent reading skills		
Demonstrates the Gradual Release Model (check all observed): ☐ I do ☐ We do ☐ Y'all do ☐ You do		
Explicit, Multisensory, & Systematic instruction is evident		
Re-teaching occurs as needed		

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Unit 2 Structure of Language and History of the English Language		
Clearly and accurately articulates consonant and vowel sounds		
Demonstrates techniques to distinguish between commonly confused phonemes		
Can explain why English words are pronounced differently from the way they are spelled		
Unit 3 Comprehensive Assessment System		
Instruction is based on data		
Evidence of the following assessments (check all that apply): ☐ screening ☐ formative ☐ progress monitoring ☐ outcome/summative		
Unit 4 Phonological Awareness and Phonics (If vocabulary is addressed, note in Unit 7.)		
Basic Phonemic Awareness Instruction (isolating, segmenting, blending sounds)		
Advanced Phonemic Awareness Instruction (substitutions, additions, deletions, & reversals of sounds)		
Direct Systematic Phonics Instruction		
Immediate corrective feedback provided when needed		
Decodable text was included in the instruction		
Ample student practice time devoted to word study		
Unit 5 Word Recognition, Syllable Structures, and Spelling		
Instruction includes syllable types for decoding (including but not limited to marking the syllable)		
Instruction includes syllable types for encoding (including but not limited to tapping sounds)		
The teacher demonstrates an understanding of building decodable and irregular words rather than memorizing words from a Dolch/Fry lists (Orthographic Mapping vs Sight Word memorization)		
Unit 6 Fluency		
Instruction is focused on a rate that replicates conversational speech		
Fluency is used as a measure of decoding at a rate that supports reading comprehension		
Text selection supports development of fluency skills and practice using appropriate text (including decodable and leveled text when appropriate)		
Fluency practice includes: ☐ independent, ☐ partner, ☐ group		
Fluency practice includes:		

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	☐ word list, ☐ phrase, ☐ sentence, ☐ passage		
	Independent fluency practice		
Unit 7 Vocabulary			
	Direct instruction of vocabulary includes pre-teaching challenging vocabulary from text		
	Direct instruction of vocabulary includes morphology (word parts and meanings such as prefix, roots, and suffixes)		
	Demonstrates and supports a continuum of word knowledge (depth and breadth)		
	Facilitates activities that allow for exploring words (including tier 1, 2, and 3 words)		
Unit 8 Comprehension (If vocabulary is addressed, note in Unit 7.)			
	Comprehension strategies are explicitly taught and/or reviewed		
	Specific genre and text complexity are selected, and text structure is explained		
	Purpose for reading is established		
	Instruction includes elements that support ☐ surface code, ☐ text base, ☐ building a mental model		
	Evidence of building background when reading new text		
	Extended discussions about text between: ☐ teacher and students ☐ student(s) with student(s)		
	Evidence of questioning at the following levels: ☐ literal, ☐ inferential, ☐ higher order thinking		
	Opportunity through read aloud of grade level text to develop vocabulary and comprehension		
	Instruction includes grammar (e.g., syntax / semantics / construction and deconstruction of sentences / sentence structure)		
	Evidence of written expression to demonstrate comprehension		

Strengths:

Next Steps: