Prior to the observation, you will meet with your peer observer. During this meeting, your peer observer will ask you to identify three-four focal areas for the observation. Think about the instructional components around which you have questions or would like to make a change. After the observation, you and your peer observer will meet again to debrief around the evidence he/she collected.

| **Focal Areas** | **Clearly evident** | **Mostly evident** | **Somewhat Evident** | **Not Evident** | **Evidence** * What activities are offered?
* What does the instructor/learner say?
* What does the instructor/learner do?
* What does the instructor/learner read or write?
 |
| --- | --- | --- | --- | --- | --- |
| **Classroom Management** |
| 1. Classroom is setup for group/individual work and learner monitoring.
 |  |  |  |  | [ ]  Tables and desks are arranged/can easily be arranged to facilitate group and individual work.[ ]  Instructor is able to see all learners from multiple classroom locations.**Evidence:** |
| 1. Instructor explains links between previous and current class (coherence).
 |  |  |  |  | [ ]  Instructor states aloud how / what the learners are learning today relates to what they learned previously.**Evidence:** |
| 1. Instructor introduces and explains the plan for the day.
 |  |  |  |  | [ ]  Instructor states the plan for the day.[ ]  Instructor writes the plan for the day on the board.**Evidence:** |
| 1. Instructor explains the rationale/purpose for the component(s) being taught to individuals/groups.
 |  |  |  |  | [ ]  For each component being taught, instructor explains how it is relevant to learners in improving reading.**Evidence:** |
| 1. Instructor has materials and supplies set up and available for instruction.
 |  |  |  |  | [ ]  Materials are organized for various components/groups, and instructor is able to access them without delay.**Evidence:** |
| 1. Learners participate in groups.
 |  |  |  |  | [ ]  All learners actively participate with the instructor for at least one of the four components during the class period.[ ]  Learner time on task is about the same for all learners.**Evidence:** |
| 1. Instructor ensures individuals/groups stay on task.
 |  |  |  |  | [ ]  Instructor monitors learner time on task with individuals/groups working independently.[ ]  Instructor repeats directions when needed and helps individuals/groups as needed.**Evidence:** |
| 1. Instructor summarizes individual/group work, the day’s objectives, and activities.
 |  |  |  |  | [ ]  Instructor asks questions that give learners opportunities to demonstrate learning of individual/group objectives.[ ]  Instructor supplements learner feedback to ensure a complete summary of objectives. **Evidence:** |
| 1. Instructor explains links between current and future class (coherence).
 |  |  |  |  | [ ]  Instructor states how the learning for today relates to what learners will learn in the next or a future class.**Evidence:** |
| **Vocabulary Component** |
| 1. Instructor uses the three steps of explicit instruction.
 |  |  |  |  | [ ]  Instructor explains the meaning.[ ]  Instructor models using the word.[ ]  Instructor uses open-ended questions with prompts.**Evidence:** |
| 1. Learners write new words and meanings using quadrant charts or some other type of learning tool.
 |  |  |  |  | [ ]  Instructor explains the tool.[ ]  Learners engage with the tool.**Evidence:** |
| **Vocabulary****Guided Practice Techniques** 12. Instructor provides at least one of the following activities for learners to do with support:* Fill in the blank.
* Sentence completion.
* Who needs to know this word?
* Read and respond.
* Yes, No, Why?
 |  |  |  |  | [ ]  Instructor explains the activity.[ ]  Learners work with whole class, individually, or in pairs.[ ]  Instructor monitors learners to ensure they stay on task.**Evidence:** |
| **Fluency Component** |
| **Fluency****Collaborative Oral Reading**1. During collaborative reading, specific actions are evident (see evidence column).
 |  |  |  |  | [ ]  Learners are grouped according to similar fluency levels.[ ]  Learner reads three to five lines and then randomly passes on to next reader.[ ]  Instructor participates as a model.[ ]  Instructor stops oral reading periodically to discuss passage.[ ]  Instructor/learner use fluency feedback sheet.**Evidence:** |
| **Fluency****Repeated Reading**1. During repeated reading, specific actions are evident (see evidence column).
 |  |  |  |  | [ ]  First reading – instructor and learner discuss in terms of goals learner has set.[ ]  Learner reads text. [ ]  Instructor models reading of text.[ ]  Learner practices reading text again (more than once or twice as needed).[ ]  Instructor models reading of text again as needed.[ ]  Instructor/learner use fluency feedback sheet.**Evidence:** |
| **Fluency****Echo Reading**1. During echo reading, specific actions are evident (see evidence column).
 |  |  |  |  | [ ]  Instructor reads first sentence.[ ]  Learner reads back first sentence.[ ]  Instructor continues to read sentence by sentence, with learner reading back after each sentence.[ ]  Instructor reads entire paragraph.[ ]  Learner reads entire paragraph.[ ]  Instructor/learner use fluency feedback sheet.**Evidence:** |
| **Fluency****Marked Phrase Boundaries**1. Instructor implements marked phrase boundaries activity. During marked phrase boundaries reading, specific actions are evident (see evidence column).
 |  |  |  |  | [ ]  Instructor marks text.[ ]  Learner reads marked text.[ ]  Instructor gives learner text without markings but asks that learner reads it as if markings were visible.[ ]  Instructor marks/models the scooping technique.[ ]  Learner marks and reads the scooped passage.[ ]  Instructor/learner use fluency feedback sheet.**Evidence:** |
| **Alphabetics Component** |
| **Alphabetics**1. Instructor implements basic phonics practice.
 |  |  |  |  | [ ]  Instructor provides an explanation.[ ]  Instructor provides modeling of the practice.[ ]  Instructor supports learner during guided practice.[ ]  Learner applies new skill.**Evidence:** |
| **Alphabetics**1. Instructor implements advanced alphabetics.
 |  |  |  |  | [ ]  Instructor provides explanation.[ ]  Instructor provides modeling.[ ]  Instructor supports learner during guided practice.[ ]  Learner applies new skill.**Evidence:** |
| **Comprehension Component:**  |
| **Comprehension**1. Instructor implements “Getting the Gist.”
 |  |  |  |  | [ ]  Instructor provides explanation.[ ]  Instructor provides modeling.[ ]  Instructor supports learner during guided practice.[ ]  Learner applies new skill.**Evidence:** |
| **Comprehension**1. Instructor implements “5 Ws and H.”
 |  |  |  |  | [ ]  Instructor provides explanation.[ ]  Instructor provides modeling.[ ]  Instructor supports learner during guided practice.[ ]  Learner applies new skill.**Evidence:** |
| **Comprehension**1. Instructor implements “Using Text Structure.”
 |  |  |  |  | [ ]  Instructor provides explanation.[ ]  Instructor provides modeling.[ ]  Instructor supports learner during guided practice.[ ]  Learner applies new skill.**Evidence:** |
| **Comprehension**1. Instructor implements “Evaluate the Text Quality.”
 |  |  |  |  | [ ]  Instructor provides explanation.[ ]  Instructor provides modeling.[ ]  Instructor supports learner during guided practice.[ ]  Learner applies new skill.**Evidence:** |