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:** |