

STAR Peer Observation Checklist

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 <ul style="list-style-type: none"> • 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.					<input type="checkbox"/> Tables and desks are arranged/can easily be arranged to facilitate group and individual work. <input type="checkbox"/> Instructor is able to see all learners from multiple classroom locations. Evidence:
2. Instructor explains links between previous and current class (coherence).					<input type="checkbox"/> Instructor states aloud how / what the learners are learning today relates to what they learned previously. Evidence:

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3. Instructor introduces and explains the plan for the day.					<input type="checkbox"/> Instructor states the plan for the day. <input type="checkbox"/> Instructor writes the plan for the day on the board. Evidence:
4. Instructor explains the rationale/purpose for the component(s) being taught to individuals/groups.					<input type="checkbox"/> For each component being taught, instructor explains how it is relevant to learners in improving reading. Evidence:
5. Instructor has materials and supplies set up and available for instruction.					<input type="checkbox"/> Materials are organized for various components/groups, and instructor is able to access them without delay. Evidence:

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6. Learners participate in groups.					<input type="checkbox"/> All learners actively participate with the instructor for at least one of the four components during the class period. <input type="checkbox"/> Learner time on task is about the same for all learners. Evidence:
7. Instructor ensures individuals/groups stay on task.					<input type="checkbox"/> Instructor monitors learner time on task with individuals/groups working independently. <input type="checkbox"/> Instructor repeats directions when needed and helps individuals/groups as needed. Evidence:

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8. Instructor summarizes individual/group work, the day's objectives, and activities.					<input type="checkbox"/> Instructor asks questions that give learners opportunities to demonstrate learning of individual/group objectives. <input type="checkbox"/> Instructor supplements learner feedback to ensure a complete summary of objectives. Evidence:
9. Instructor explains links between current and future class (coherence).					<input type="checkbox"/> Instructor states how the learning for today relates to what learners will learn in the next or a future class. Evidence:

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Vocabulary Component					
10. Instructor uses the three steps of explicit instruction.					<input type="checkbox"/> Instructor explains the meaning. <input type="checkbox"/> Instructor models using the word. <input type="checkbox"/> Instructor uses open-ended questions with prompts. Evidence:
11. Learners write new words and meanings using quadrant charts or some other type of learning tool.					<input type="checkbox"/> Instructor explains the tool. <input type="checkbox"/> 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: <ul style="list-style-type: none"> • Fill in the blank. • Sentence completion. • Who needs to know this word? • Read and respond. • Yes, No, Why? 					<input type="checkbox"/> Instructor explains the activity. <input type="checkbox"/> Learners work with whole class, individually, or in pairs. <input type="checkbox"/> Instructor monitors learners to ensure they stay on task. Evidence:

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Fluency Component					
Fluency Collaborative Oral Reading 13. During collaborative reading, specific actions are evident (see evidence column).					<input type="checkbox"/> Learners are grouped according to similar fluency levels. <input type="checkbox"/> Learner reads three to five lines and then randomly passes on to next reader. <input type="checkbox"/> Instructor participates as a model. <input type="checkbox"/> Instructor stops oral reading periodically to discuss passage. <input type="checkbox"/> Instructor/learner use fluency feedback sheet. Evidence:

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<p>Fluency Repeated Reading 14. During repeated reading, specific actions are evident (see evidence column).</p>					<ul style="list-style-type: none"> <input type="checkbox"/> First reading – instructor and learner discuss in terms of goals learner has set. <input type="checkbox"/> Learner reads text. <input type="checkbox"/> Instructor models reading of text. <input type="checkbox"/> Learner practices reading text again (more than once or twice as needed). <input type="checkbox"/> Instructor models reading of text again as needed. <input type="checkbox"/> Instructor/learner use fluency feedback sheet. <p>Evidence:</p>
<p>Fluency Echo Reading 15. During echo reading, specific actions are evident (see evidence column).</p>					<ul style="list-style-type: none"> <input type="checkbox"/> Instructor reads first sentence. <input type="checkbox"/> Learner reads back first sentence. <input type="checkbox"/> Instructor continues to read sentence by sentence, with learner reading back after each sentence. <input type="checkbox"/> Instructor reads entire paragraph. <input type="checkbox"/> Learner reads entire paragraph. <input type="checkbox"/> Instructor/learner use fluency feedback sheet. <p>Evidence:</p>

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Fluency Marked Phrase Boundaries 16. Instructor implements marked phrase boundaries activity. During marked phrase boundaries reading, specific actions are evident (see evidence column).					<input type="checkbox"/> Instructor marks text. <input type="checkbox"/> Learner reads marked text. <input type="checkbox"/> Instructor gives learner text without markings but asks that learner reads it as if markings were visible. <input type="checkbox"/> Instructor marks/models the scooping technique. <input type="checkbox"/> Learner marks and reads the scooped passage. <input type="checkbox"/> Instructor/learner use fluency feedback sheet. Evidence:
Alphabetics Component					
Alphabetics 17. Instructor implements basic phonics practice.					<input type="checkbox"/> Instructor provides an explanation. <input type="checkbox"/> Instructor provides modeling of the practice. <input type="checkbox"/> Instructor supports learner during guided practice. <input type="checkbox"/> Learner applies new skill. Evidence:

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Alphabetics 18. Instructor implements advanced alphabetics.					<input type="checkbox"/> Instructor provides explanation. <input type="checkbox"/> Instructor provides modeling. <input type="checkbox"/> Instructor supports learner during guided practice. <input type="checkbox"/> Learner applies new skill. Evidence:
Comprehension Component:					
Comprehension 19. Instructor implements "Getting the Gist."					<input type="checkbox"/> Instructor provides explanation. <input type="checkbox"/> Instructor provides modeling. <input type="checkbox"/> Instructor supports learner during guided practice. <input type="checkbox"/> Learner applies new skill. Evidence:

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Comprehension 20. Instructor implements “5 Ws and H.”					<input type="checkbox"/> Instructor provides explanation. <input type="checkbox"/> Instructor provides modeling. <input type="checkbox"/> Instructor supports learner during guided practice. <input type="checkbox"/> Learner applies new skill. Evidence:
Comprehension 21. Instructor implements “Using Text Structure.”					<input type="checkbox"/> Instructor provides explanation. <input type="checkbox"/> Instructor provides modeling. <input type="checkbox"/> Instructor supports learner during guided practice. <input type="checkbox"/> Learner applies new skill. Evidence:

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Comprehension 22. Instructor implements "Evaluate the Text Quality."					<input type="checkbox"/> Instructor provides explanation. <input type="checkbox"/> Instructor provides modeling. <input type="checkbox"/> Instructor supports learner during guided practice. <input type="checkbox"/> Learner applies new skill. Evidence: