

# Observation Walk-Through for Middle and High School English/Reading Classrooms

Teacher \_\_\_\_\_ Grade level \_\_\_\_\_

Date \_\_\_\_\_ Teacher's edition and lesson number \_\_\_\_\_

## **Classroom Environment**

- Students are seated to enable active participation by **all** students.
- Program wall posters and other visuals are displayed as designed.
- Student work is displayed and reflects a pride of work standard.
- Room is arranged to accommodate group, independent work, and whole-class work.
- Expectations are in evidence.

## **Group Work Time**

- Expectations are clear.
- Materials are accessible and organized.
- Group instruction, collaborative group work, or time for work with individuals is evident.
- Students are working on appropriate activities to meet their needs.
- Teacher works with different groups as needed.
- Student work groups show evidence of understanding and being able to complete the tasks.
- Teacher provides appropriate and clear instruction for students at risk, including English learners and special education students.

## **English Language Arts Reading Instruction and Text Analysis**

- Teacher models reading strategies, including fluent reading.
- Multiple prereading and reading opportunities are evident and support the learning of all students and build background knowledge.
- Students who need to enhance their fluency have a method and time to do so.
- Students are reading their selections independently and fluently.
- Students have opportunities to discuss, read closely, and reflect upon literary and informational texts with other students.

## **Teacher Instruction**

- Pace is appropriate.
- Teacher adjusts instruction to accommodate all learners and is aware of student response.
- Teacher provides appropriate corrective feedback and positive reinforcement.
- Teacher uses explicit instruction when introducing a new skill or strategy and uses techniques to foster active student engagement.
- Vocabulary development techniques include explicit teaching of words in context or, if from lists with contextualized examples, active methods to confirm students have learned the words, have multiple exposures to the words, and have multiple opportunities to use the words taught.
- Reading instruction uses effective engagement strategies to build prior knowledge, focus students on deep textual connections, and encourage interaction (rather than ineffective strategies such as round-robin reading).
- Teacher models reading and writing strategies, including close reading, using metacognitive reflection.

**Writing and Language**

- ❑ Teacher models writing to texts, writing arguments, writing narratives and informative pieces and other genres
- ❑ Writing instruction is sequenced and includes ample practice and revision opportunities.
- ❑ Language instruction includes functional grammar, syntactic instruction, oral language

**Materials**

- ❑ There is evidence of program materials being used as designed.
- ❑ Teacher uses the teacher's edition if applicable during instruction.
- ❑ Supplemental materials support the instruction in the base program.
- ❑ There is evidence of varied materials reflecting different genres and cultures and including informational text.
- ❑ If no standard commercial program, student materials are well designed, with ample practice opportunities, clear directions, and engaging content.