

## Observation Walk-Through for Elementary Classrooms

Teacher \_\_\_\_\_ Grade level \_\_\_\_\_ Focus area \_\_\_\_\_

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

*Note: May be used for short 10-minute observation or extended observation.*

### **Alphabetics: Phonemic Awareness and Phonics**

- Alphabet cards and letter/sound cards are used as designed by the program.
- Teacher uses only the cards from the selected program.
- Teacher follows the program lesson for instructing on phoneme awareness, alphabet, phonics, and word attack.
- Teacher/students use the letter/sound cards as a resource when reading and writing throughout the day.

### **Fluency**

- Teacher uses decodables and connected text to develop fluency.
- Teacher plans and implements rereading and repeat reading for practice to promote accuracy, adequate rate, and prosody.
- Teacher organizes partner practice, timed practice, and modeling to promote fluency development.
- Teacher utilizes appropriate fluency measures to determine students' wcpm rate and plan for interventions and further diagnostics when fluency falls short.

### **Vocabulary, Comprehension and Text Studies**

- Teacher directly and indirectly develops academic and oral language.
- Teacher provides multiple exposures to vocabulary and opportunities to regularly use language.
- Teacher models and guides students to read informational and literary texts using close reading techniques.
- Teacher models comprehension strategies and processes and provides ample practice.

### **Classroom Environment**

- Students are seated to enable active engagement 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 small-group and independent work as well as whole-class work.

### **Small-Group Time/Tiered Intervention**

- Rules/guidelines are introduced and posted.
- Materials are accessible and organized.
- Small-group instruction or time for direct work with individuals is a regular daily activity based on data and feedback during instruction.
- Students are working on appropriate intensified activities to meet their needs.
- Teacher works with different small groups to review, preteach, or assess.
- Teacher provides appropriate and clear instruction for students at risk, including English learners and special education students, and provides differentiated instruction for advanced learners.

### **Writing Instruction**

- ❑ Teacher presents writing lessons grounded in the CCSS.
- ❑ Student writing is scaffolded and systematic.
- ❑ Teacher adjusts instruction to accommodate all learners and is aware of student response.
- ❑ Opinion, argument, narrative, and informative/explanatory structures are modeled, guided, and monitored.
- ❑ Teacher provides appropriate corrective feedback and positive reinforcement.
- ❑ Teacher uses direct and explicit instruction as noted and fosters active student engagement.

### **Language**

- ❑ Teacher presents language instruction grounded in the CCSS.
- ❑ Instruction in grammar and/or punctuation is scaffolded and systematic.
- ❑ Teacher adjusts instruction to accommodate all learners and is aware of student response.

### **Teacher Instruction**

- ❑ Teacher follows the selected program's lessons as designed.
- ❑ 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 direct and explicit instruction as noted and fosters active student engagement.

### **Materials**

- ❑ There is evidence of program materials being used as designed.
- ❑ Teacher uses the teacher's edition during instruction.
- ❑ Instruction is focused on the lesson in the teacher's edition.
- ❑ Supplemental materials support the instruction in the base program.

### **Assessment and Intervention/Rtl**

- ❑ Instruction is evidently planned and adjusted based on student data.
- ❑ Small groups that differentiate needs-based instruction are evident.
- ❑ Additional intensified instruction is planned and provided as needed.